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ABSTRACT

A Basic Management Course for Effective Supervision is presented. It contains the following sessions: (1) What is a Supervisor? (2) Principles and Functions of Management, (3) The Supervisor at Work, and (4) Leadership on the Job. (CK)

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VETERANS ADMINIS GUIDE **TG 5-11**

ED 018791

LEADER'S GUIDE FOR

ESSENTIALS OF SUPERVISION

A BASIC MANAGEMENT COURSE

FOR

EFFECTIVE SUPERVISION

OFFICE OF PERSONNEL

WASHINGTON 25, D.C. NOVEMBER 1954

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INTRODUCTION TO ESSENTIALS OF SUPERVISION:

GENERAL INFORMATION AND SUGGESTIONS FOR THE COURSE LEADER

1. What "Essentials of Supervision" is

"Essentials of Supervision" is an elementary training course intended to:

a. Familiarize the trainee with the basic principles and practices of effective management and supervision;

b. Create a favorable attitude toward, interest in, and acceptance of these basic principles and practices;

c. Stimulate the trainee to apply them on the job;

d. Foster a unity of management purpose and action among VA supervisors.

2. Who should participate

The course has been designed primarily for personnel who have been identified as having good possibilities for later placement in supervisory positions, and for those who have been newly appointed to supervisory positions without having had "Essentials of Supervision" or equivalent training. However, even experienced supervisors can take "Essentials of Supervision" with profit, if they have not previously had equivalent formal management training. In addition, their contributions will add greatly to the quality and interest of the sessions in which they take part.

3. Who should lead the course

It is expected that the Personnel Officer will lead most of the early cycles of the course. However, it is by no means essential that the Personnel Officer be the only one to lead the course. In fact, it is recommended that later cycles of the course be given by other officials of suitable position, interest and ability. As a prerequisite, such officials should previously have taken "Essentials of Supervision".

4. How the course should be given

a. The four sessions of "Essentials of Supervision" are to be given through the "controlled" or "directed" conference; that is to say, a guided discussion in which the important points to be covered are predetermined. This device has been adopted to keep the discussion from getting off the track and wandering into unrelated subjects as well as to insure reasonable uniformity of administration nationwide. However, the mere verbatim

repetition of the material in the course guides would result in a "canned" course and would be certain to diminish markedly the effectiveness of the training. These disadvantages can be avoided by efforts on the part of the leader to give the course creatively, through judicious use of the following methods:

(1) Adapting the prepared text, verbally and otherwise, to his own style. He may altogether substitute his own wording so long as he is careful to cover all the main points and to maintain the general management point of view contained in the course.

(2) Modifying the prepared text to make it more suitable for the particular group taking the course and to the particular circumstances in which it is given.

(3) Drawing on his own knowledge and experience, to illustrate the various principles under discussion in terms of situations familiar to the trainees.

b. The course leader should devote special attention to drawing out the trainees so that they actively participate in the various sessions. Conclusions which are merely voiced by the course leader, and are not personally reached by the participants, may perhaps be accurately repeated by the trainees, but they are not likely to be applied on the job. For the purpose of drawing out the trainees, key questions are provided in the text, in logical sequence, together with "answers to be developed or given". The course leader should encourage the trainees to cite from their own experience examples illustrating the point being discussed. The course leader, as required, may ask supplementary questions, or pursue the implications of the answers given, or suggest answers. He should allow the conferees to phrase thoughts in their own words, and not insist on the wording in the prepared text. The primary criterion is whether the correct thought is expressed, not whether any particular verbal formula is used. The course leader should also remember that it is entirely possible that the collective wisdom of a particular group will produce some answers more appropriate to their own special circumstances than the general answer which is given in the guide.

c. It will be obvious from the foregoing that the course leader, in order to give "Essentials of Supervision" effectively, must familiarize himself thoroughly with the substance and doctrines of the course, and must in all other respects prepare himself adequately in advance, as for example, through study of Chapter 5, TG 5-3, which deals with administration of training.

5. Length and frequency of sessions

"Essentials of Supervision" is to be given in four sessions. Ideally the four sessions should be spaced over a period of 2 weeks, but

the scheduling can be altered as local conditions require. The length of each session will vary between $1\frac{1}{2}$ to 2 hours, depending upon the extent to which the course leader amplifies or illustrates the material, and upon the amount of trainee participation.

6. How large should the group in each session be

The desirable size of the group is 8 to 12. In a larger or smaller group there tends to be less discussion by the trainees, and there is a danger of too much uninterrupted lecturing by the course leader.

7. Substitution of previous training for "Essentials of Supervision".

While the course is designed to be given as a unit, the course leader may excuse employees from Session II, "Principles and Functions of Management" upon satisfactory evidence that they have had equivalent formal training elsewhere. He may also excuse them from Session IV, "Leadership on the Job", if they have previously completed "Leadership in Supervision" (TG 5-6), or "Job Relations Training (JRT)".

8. Certificate of training

Employees taking the course will be given a certificate of training if they complete all four sessions (or all sessions except those from which they have been excused on the grounds of having previously received equivalent formal training).

9. Record of training

a. VA Form 5-3913 (Training Course Record), or a similar record containing all data included on that form, should be prepared and maintained by the course leader.

b. In connection with later placement of any VA employee taking the course, it is likely that one of the elements given consideration will be the employee's potential as demonstrated by his attitude during the training and by the extent and value of his contribution thereto. In order to be able to answer any later inquiry, the course leader should use the training record form to note down pertinent comments concerning each trainee.

10. Requisitioning TG 5-11

The training guide may be requisitioned in the normal manner. The appendices have also been printed separately for distribution to conferees and may be requisitioned in the normal manner. They should be identified by reference both to the training guide and the identification in their upper right hand corner.

11. Comments

A training course, and particularly a new training course, can always be improved. Those giving or taking the course are in an excellent position to determine where such improvements can best be made. Their suggestions and criticisms should be sent by the course leader to the Assistant Administrator for Personnel (through normal channels) just as soon as those suggestions and criticisms have had a chance to mature. They will be gratefully received and both field stations and Central Office will profit when better editions of the course are issued.

SESSION I

WHAT IS A SUPERVISOR?

I. PURPOSE OF SESSION

(For Group Leader Only--Not To Be Read To Group)

1. To explain the purpose of the course.
2. To outline briefly the organization and operation of the VA and of the installation.
3. To show the changed responsibilities and relationships which result when a worker is assigned to a supervisory position.
4. To identify and enumerate the duties and responsibilities of a supervisor's job.
5. To discuss the importance of two-way communication in any organization.

II. MATERIAL REQUIRED

1. Name cards.
2. Large blackboard, chalk, and eraser.
3. Supply of paper and pencils.
4. "Organization Manual of the VA", dated September 7, 1953.
5. Copies of Handout "Outline of a Supervisor's Job" (Appendix I-A), "The Supervisor as a Communicator" (Appendix I-B), and "Course Outline" (Appendix I-C).

III. OUTLINE FOR SESSION

A. INTRODUCTORY REMARKS BY MANAGER OR EQUIVALENT OFFICIAL IN CENTRAL OFFICE

1. Welcome group.
2. Explain objectives of the career development program for VA.
   a. To make maximum utilization of employees' skills and abilities.
   b. To create a reserve of potential supervisors.
   c. To improve supervisory knowledge, skills, and practices.

d. To increase job satisfaction and confidence among employees.

e. To improve employee attitudes through assurance that they can advance through merit.

f. To improve communication between employees and management.

g. To improve public relations through an aggressive, intelligent policy of personnel management.

h. To increase the ability of the VA to recruit desirable employees.

i. To increase productivity and lower cost.

B. INSTRUCTOR ASSUMES LEADERSHIP OF GROUP

1. Introduce yourself and have each member introduce himself, (if not already acquainted).

   a. State briefly - name, position, and job responsibilities.

2. Express appreciation for opportunity to work with group.

3. Explain purpose of course.

   a. "All of you here today are taking this course either because you are supervisors interested in advancement to higher grade supervisory positions or because you are potential supervisors".

   b. "Those who are not yet supervisors will receive in this course what may be their first formal training in the basic knowledges and skills required for successful supervision. For them, this course should serve as a solid foundation for future assignments, and will, therefore, be especially valuable. While it is possible, of course, to become a competent supervisor without having received any kind of purposeful training in management, supervisors without such training are at a disavantage. Even though experience is a great teacher, it is easy to pick up wrong ideas and habits when relying on experience alone. As a consequence, mistakes are often made, morale is sometimes dangerously lowered, production is impeded, and much time and effort may be wasted in getting back on the right track. The supervisor who has not been trained in management principles may be forced to rely on intuition when knowledge would supply an exact answer".

c. "A supervisor properly trained in management principles is in a better position to apply reason and the experience of others, as well as his own, to the problems he has to face. The higher the supervisor advances in an organization the more important this foundation of management principles and techniques is likely to be".

d. "Those of you who are already supervisors, and who have received training in the techniques of supervision, will benefit from these sessions as a kind of refresher course, and the best of us need to be so refreshed from time to time. By sharing your knowledge and experience you can contribute materially to the effectiveness of the course. You will, incidentally, benefit from another aspect of this training. One of the secondary purposes of "Essentials of Supervision" is to create, along with a common understanding of supervisory techniques and management principles, a unity of purpose and action. In the past, most VA courses in this field either failed to reach a sufficient coverage of supervisors, or differed so widely in administration and content that they could not have this effect. In due time, it is expected that every VA supervisor will have completed this basic training, and it should be an integrating influence through all the organizational levels of the Veterans Administration".

e. "Incidentally, Central Office has asked us to submit recommendations for improvement of this training course. At the conclusion of the last session I will ask for your comments and suggestions regarding the subject matter and method of presentation, so please bear this in mind as the sessions progress".

4. "In our meeting today, we will first discuss the organization and operations of the Veterans Administration, and particularly our own local organization and operations, in order that we may learn something about the general framework and context within which our supervisors operate. Then we'll take a look at the supervisor's job with respect to his duties and responsibilities and his relationships with other people".

C. DISCUSSION OF VA ORGANIZATION AND OPERATIONS

NOTE: One-half to one hour may be allowed for this portion of the session. For paragraph 1, use a blackboard sketch of the main parts of the organization chart of the VA contained in the front of the Organization Manual. For paragraphs 2 and 3, use a blow-up or blackboard sketch of the station organization to explain the organization's components.

1. Explain briefly the organization of the VA, and the scope and variety of its activities.

   a. "Many of you may not be too familiar with the over-all organization of the VA. In addition, some of you may not realize the variety of activities of the agency, and the tremendous number of persons whom it affects".

   b. "In Central Office, the head of the agency, as you know, is the Administrator of Veterans Affairs. His immediate staff has the responsibility of planning, assisting, and appraising. The doing is accomplished by three departments. The Department of Medicine and Surgery is concerned with medical care and treatment; the Department of Insurance conducts an insurance business; the Department of Veterans Benefits is concerned with financial assistance to veterans, and the dependents of deceased veterans, to compensate them for loss of earning power because of service in the Armed Forces, and to aid veterans in their rehabilitation and readjustment to their normal civilian pursuits".

   c. "Some representative figures for the period of June 1954, may give you an idea of the importance of the agency of which you are a part. The Department of Medicine and Surgery operated 170 hospitals, 17 domiciliaries, and 69 out-patient clinics and services. The average daily patient load in hospitals was approximately 110,000 veterans in VA and non-VA hospitals; approximately 76,000 veterans applied for hospital care during the month of June 1954. The average daily member load in VA domiciliaries during June 1954 was approximately 16,000 veterans. Examinations or treatments in out-patient clinics or services were received by approximately 134,000 veterans".

   d. "The Department of Veterans Benefits operated 69 Regional Offices. The activities of these offices is indicated by the following:

      (1) As of June 30, 1954, the active disability or pensions for all wars amounted to approximately 2,600,000 cases.

      (2) The active death compensation or pensions for all wars were approximately 775,000 cases.

      (3) More than 7,800,000 World War II veterans trained under the GI Bill of Rights during the past 10 years. They trained at every possible educational level from grade school to post-graduate college work.

(4) During the past 10 years a total of 3,600,000 veterans obtained VA guaranteed and insured, home, farm, and business loans valued at 23.5 billion dollars".

e. "The Department of Insurance operated three District Offices and an Insurance Center. As of June 30, 1954, approximately 6,000,000 National Service Life Insurance (World War II) policies were in force, with a face value of about 40 billion dollars. The U. S. Government Life (World War I) policies in force numbered approximately 416,000, with a face value of about 1.8 billion dollars".

f. "As of June 1954, there were approximately 179,000 full-time and part-time VA employees serving a veteran population of 20,850,000. Some of these figures are astronomical, but certainly they entitle us to pride in belonging to a large, important organization".

2. Outline basic organization structure of your installation.

a. Manager, or other top echelon in the case of Central Office.

b. Services and/or Divisions.

c. Sections.

3. Explain briefly the operations and inter-relationships of the Services and/or Divisions.

NOTE: The inter-relationships of the various Services in a hospital might be described in terms of how they participate when a veteran presents himself to the Admittance Clerk and subsequently is hospitalized; and similarly, the inter-relationships of the various Divisions in a Regional Office might be illustrated by citing what happens when a veteran visits the Contact Division and files a claim and/or requests out-patient treatment.

D. MAKING THE MANAGEMENT TEAM

1. "Most people feel that the first assignment to supervisory responsibility was the biggest work change they ever made. Of course in doing so, they are thinking both in terms of the great change in types of responsibility and in relationships with other people, which result from becoming a member of the management team. Let's explore the meaning of this change and look at the place of the supervisor in relation to those to whom he reports in the organization, as well as to the employees who report to him".

NOTE: The charts which follow are suggested as one way to visualize these relationships. The instructor should develop them on the blackboard as the discussion proceeds.

E. RESPONSIBILITIES OF THE WORKER

WORKER RESPONSIBILITIES

1. "This circle represents a typical nonsupervisory employee. If we ask ourselves what are the broad general responsibilities of such an employee, we may agree that they could be described in terms of:

   -- Doing a day's work;

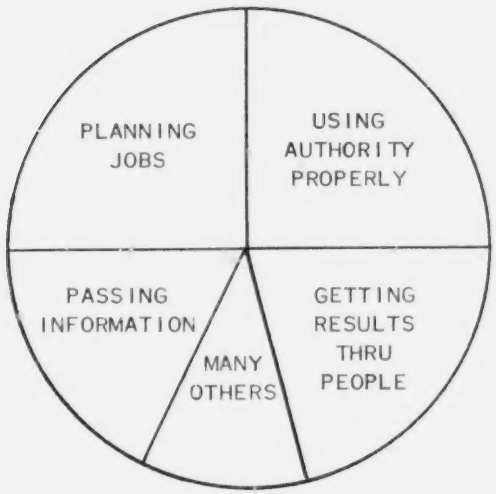
   -- Being cooperative with his supervisor and fellow workers; and

   -- Following rules and regulations which apply to him and to his work."

F. RESPONSIBILITIES OF THE SUPERVISOR

1. "Now, let's consider the change which takes place when an individual has been promoted to supervisory duties. Of course, he too, is expected to do something, to be cooperative, and to obey rules and regulations. But these are taken for granted, and emphasis is placed on the new and heavier responsibilities which he assumes. There are four basic aspects of his new job which should be considered. These are:

SUPERVISOR RESPONSIBILITIES



a. Getting results through the efforts of others-- a radical departure from doing it himself.

b. Using authority--knowing how much to use and when; making decisions for his group; developing a well-disciplined work force.

c. Passing on information--seeing that those above and below him know what is going on.

d. Planning jobs--by deciding ways and means, methods, tools, and equipment for the operations."

(Many supervisors, in addition to their supervisory duties, share directly in the actual work production of their units. Such "working supervisors" also have the "worker responsibilities" shown in the preceding chart with that title.)

2. "These are all somewhat new and different responsibilities calling for the application of skills and abilities which all of us have in some degree, but which may need to be developed to greater effectiveness. Our success as supervisors, and the extent to which we may advance as future executives, are to a large degree dependent upon how well we learn to discharge these responsibilities".

G. OUTLINE OF A SUPERVISOR'S JOB

1. "Now that we have seen the change which takes place when a worker is promoted to a supervisory position, let's get a little closer to our main purpose and talk about the total job of supervision with respect to the many duties and responsibilities involved".

2. "There is some reason to believe that the pattern of supervision is not exactly identical at all levels or in all types of agencies, because different patterns of supervision are encouraged by differing philosophies of management".

3. "Despite these variations, it is possible to enumerate certain basic supervisory responsibilities. Let's list them on the blackboard".

   Question: "What are some of the duties and responsibilities of the average supervisor's job?"

   NOTE: The instructor should develop the following list by drawing as many items as possible from the group, and then adding those omitted by the trainees.

   a. Laying out the work.

   b. Making work assignments.

   c. Training employees.

   d. Getting out production.

   e. Reviewing and checking work.

   f. Making work improvements.

   g. Interviewing applicants for jobs.

   h. Evaluating the performance of employees.

   i. Developing good employee relations and employee job satisfaction.

   j. Keeping employees and superiors informed.

   k. Consulting employees about matters that affect them.

   l. Adjusting employee grievances.

   m. Discipling employees.

   n. Recommending various forms of employee recognition, such as promotions and meritorious increases.

o. Carrying out the policies of management.

p. Maintaining good public relations.

q. Measuring and reporting the accomplishments of his unit.

r. Representing management to employees, and vice versa.

s. Assuring employees of safe working conditions.

t. Keeping his employees supplied with necessary equipment and materials.

u. Controlling attendance.

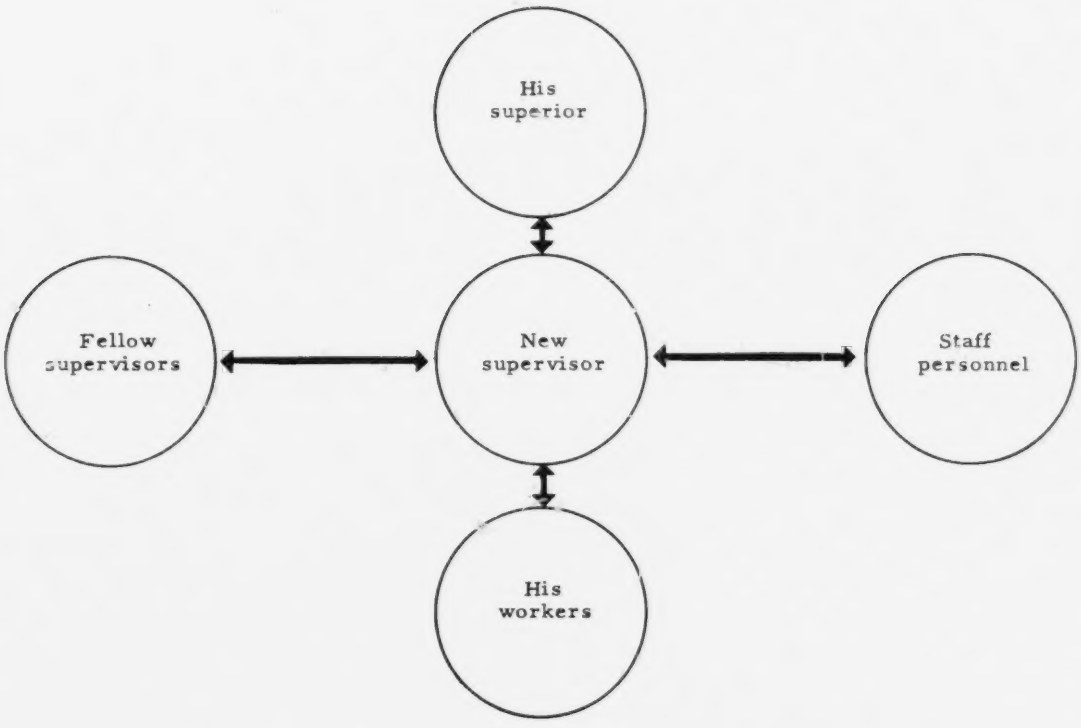
v. Removing employees who prove unsuitable.

H. CHANGED RELATIONSHIPS OF A NEW SUPERVISOR

1. "This list of supervisory activities is pretty formidable. Some other compilations of supervisory duties and responsibilities are even longer. Of course, no one supervisor necessarily does all those things, but the majority of supervisors are, at one time or another, likely to have to carry out most of the tasks listed. It is not surprising, therefore, that--as we mentioned earlier--many people find that their supervisory job is psychologically the most far-reaching work change they are ever called on to make".

2. "The new supervisor usually finds that he has a whole group of new relationships to be built up. He has to establish working relations with several different people in the organization. Let's see what they are".

NOTE: The instructor should develop on the blackboard the following chart by getting the group to think through these changed relationships.



a. With his work force.

(1) "Most newly appointed supervisors are promoted from among workers. This situation results in an entirely new relationship between the new supervisor and his former fellow-employees. In fact, even if he is <u>not</u> selected from the work group, he will have somewhat similar problems of getting his relations with his employees established on a sound basis".

<u>Question:</u> "What are some of the questions that will arise in the individual employee's mind about a new supervisor?"

<u>Answers to be developed or given</u>:

(a) Will he throw his weight around?

(b) Will he play favorites?

(c) What can and will he do for me?

(d) Will he be as friendly as he used to be?

(e) Will he bear any grudges?

(f) Will he make me work harder?

(g) How can I get around him?

b. With his immediate supervisor.

(1) "His relationships with his immediate supervisor have changed also. Since he has been with his immediate chief in the past as a worker, both must now establish and maintain a different and more complex relationship where each is responsible for the direct supervision of his immediate workers, while the higher supervisor exercises only indirect control of the group reporting to the new supervisor."

c. With his fellow-supervisors.

(1) "The chart also indicates a relationship with his fellow-supervisors. He should associate with other supervisors to establish a new relationship as friendly members of a team, each responsible for a specific portion of the installation's mission. Through his new relationship they may exchange advice, information, and other assistance".

d. With staff personnel.

(1) "Finally, he must also consider his changed relationship with staff personnel. Before he became a supervisor, he may have contacted the personnel, finance, medical, and other staff officers as an individual seeking advice and assistance only for himself. In his new capacity, he must now plan and establish a relationship through which these services are made available to his employees, as well".

I. THE SUPERVISOR AS A COMMUNICATOR

1. "Now, a while back we listed a large number of duties that supervisors have. Is there anything that ties all these seemingly miscellaneous duties together, any one element common to all of them? There is a hint of the answer in our discussion on the new relationships a person has to establish when he first becomes a supervisor. Look at these back and forth arrows around the new supervisor. What do they depict?

NOTE: Pause for answer. Receive or supply: 'They are avenues of communication'."

2. "The double-pointed lines on this chart represent the two-way flow of information, orders, requests, reports, assistance, and cooperation, which constitute the relationships involved in a supervisory position. Getting effective results through people depends on communication".

3. "Communication is in fact the major problem of management, not only in the Government, but also in private industry. That's what the President of the Society of American Management remarked recently. As a matter of fact, he put it in even stronger language. He said that 'Realistic analysis indicates that communications are still our Number One problem. Further, real progress is improbable, if not impossible, until this problem is solved. Only teamwork can carry us forward, the teamwork of the management and the people of an establishment working together to their mutual objectives. Effective two-way communications are the essential condition to this teamwork.' In other words, the most important problem of management, and probably the key to the solution of most of its other problems, is the matter of promoting between (and among) management and employees the free interchange of information, ideas, and desirable attitudes".

4. "Why should management be concerned with adequate communication at all? Why <u>is</u> this the Number One problem of management? Because poor communication can lead, often does lead, directly or indirectly to costly administrative errors, to crippling feelings of insecurity, to lowered productivity, to excessive turnover, to worsened public relations, to stunted individual development--in a word, to less efficient operation of the organization".

5. "Human relations within a unit can only be as sound as the personal communication existing in the unit. When communication facilities break down, the same results occur as when national communications are impaired. Things stop moving, confusion exists, and rumors flourish".

   <u>Question:</u> "What should be communicated to employees, and why?"

   NOTE: After various answers have been supplied, resume as follows:

6. "We might sum all these answers up by saying: The employee needs to be told about the mission of the VA and of his own particular organization, to inspire him with loyalty and enthusiasm. He needs to be told of the contribution he can make on his job toward carrying out that mission. When he understands the importance of his job, his respect for it and himself will increase. He needs to know what is expected of him in his job

(performance requirements), and how well he is meeting the requirements of his job (performance evaluation), so that he can be guided and stimulated to continuous improvement of that performance.

"The employee needs to know the problems and difficulties of the mission of his organization so he can intelligently suggest improvements and help solve those problems. He needs to know how he can develop himself and how management will help to develop him so that he can become of greater value to the organization. He needs a wide variety of information regarding the general rights and duties, privileges, and obligations of government employees. Above all, he needs to have communicated to him the feeling that he 'belongs'. Most of this latter need can be satisfied by giving the employee general information of the 'what's doing' variety. The urge to be 'in the know' is deep-seated in human nature.

"All this communication, comprehensive as it is, is apart from the technical information, facts about organizational relationships, functions, responsibilities, and similar data, which the employee often must know if he is to be able to do even the minimum requirements of his job".

Question: "What are some of the methods which management can use to get information and instructions to employees?"

Answers to be developed or given:

a. Written rules, regulations, and procedures.

b. Group meetings.

c. Posting notices on bulletin boards.

d. Circulated information.

e. Individual discussions.

f. Employee publications.

g. Employee councils.

7. "Of course, the method used will be determined by the nature of the material and such circumstances as: the necessity for speed, dispersion of employees, space for meetings, complexity of the material, and the impact on the employees".

8. "Now while one-way communication may give the illusion of contact, there can be little assurance of a constructive relationship unless the circuit is complete. Full two-way communication between management, supervisors, and employees, is essential to effective relations. The most effective communication is

that which affords employees consultation and participation in developing determinations which affect them or their work. It is just good sense for management not to restrict itself to considering its own viewpoint in making decisions".

Question: "What are some of the types of information which supervisors should pass up the line?"

Answers to be developed or given:

a. Reactions and attitudes toward working conditions --light, heat, ventilation, etc.

b. Suggestions for improvement in work methods, procedures, etc.

c. Information about employees' views on policy and procedural changes, the effects of administrative practices, current work-loads, and backlogs, etc.

9. "Whatever the means of communication, upward or downward, the key person is likely to be the supervisor, especially the first-line supervisor. For the typical employee, the first-line supervisor is management or the greater part thereof, and the relationship with the first-line supervisor is perhaps the greatest single factor in determining the employee's job satisfaction. It is the supervisor who interprets management views to the employee, and employee views to management. It is not surprising, therefore, that fifty to eighty percent of the average supervisor's job involves communicating with people within his unit and elsewhere. Every part of his day depends on his ability to give orders, interview, instruct, lead meetings, telephone, and make reports".

10. "Different as each of these kinds of communication may be in form and content, each has as it's goal the establishment of the two-way cooperation necessary for full production. Talking, listening, and writing assume a primary importance to the supervisor as his means of insuring positive employee relations".

11. "Because the supervisor is, above all else, a communicator, skill in communication is the most important of all supervisory skills, especially at the higher levels of supervision. With this skill, the supervisor has an excellent start on the road to success; without it, he is destined for almost certain failure."

J. SUMMARIZE SESSION

1. "Before closing our session let's review briefly:

a. You will recall, that at the beginning of today's meeting we talked about the framework within which our supervisors operate - our organizational structure and the inter-relationships of the operating divisions.

b. Then we discussed the changes which take place when a worker is promoted to a supervisory position. These changes include the broader responsibilities of getting results through other people, as well as establishing and maintaining relationships with several different people in the organization, namely: with his superior, with fellow supervisors, with his workers, and with staff personnel.

c. We said also, that although the pattern of supervision is not identical at all levels or in all types of organizations, it is possible to identify and enumerate certain basic responsibilities of a supervisory position, which we listed on the blackboard.

d. Lastly, we discussed the supervisor's responsibility as a communicator, and the importance of communication in the human relations aspect of his job".

K. CLOSE SESSION

1. Hand out "Outline of a Supervisor's Job" (Appendix I-A): "The Supervisor as a Communicator" (Appendix I-B); and "Course Outline" (Appendix I-C).

2. Give time, date, and place, of the next meeting.

3. Announce topic of next session.

4. Compliment the group on its attention and participation.

NOTE: As a supplement to this session, in order to acquaint the trainees with the physical layout and inter-relationships of the various services and/or divisions, a tour of the station and organization may be conducted if considered feasible and desirable.

APPENDIX I-A (HO #1)

OUTLINE OF A SUPERVISOR'S JOB

1. The pattern of supervision is not identical at all levels or in all types of agencies. Despite these variations, however, it is possible to enumerate certain basic responsibilities which are common to most supervisory positions, as follows:

a. Laying out the work

b. Making work assignments

c. Training employees

d. Getting out production

e. Reviewing and checking work

f. Making work improvements

g. Interviewing applicants for jobs

h. Evaluating the performance of employees

i. Developing good employee relations and employee job satisfaction

j. Keeping employees and superiors informed

k. Consulting employees about matters that affect them

l. Adjusting employee grievances

m. Disciplining employees

n. Recommending various forms of employee recognition such as, promotions, and meritorious increases

o. Carrying out the policies of management

p. Maintaining good public relations

q. Measuring and reporting the unit's accomplishments

r. Representing management to employees and vice versa

s. Assuring employees of safe working conditions

t. Keeping employees supplied with necessary equipment and materials

u. Controlling attendance

v. Removing employees who prove unsuitable

APPENDIX I-B (HO #2)

THE SUPERVISOR AS A COMMUNICATOR

1. Human relations within a unit can only be as sound as the personal communication existing within it. For the typical employee the first-line supervisor is management, or the greater part thereof. Fifty to eighty percent of the average supervisor's job involves communication with people within his unit and elsewhere. Every part of his day depends on his ability to give orders, interview, instruct, lead meetings, telephone, and make reports.

2. The employee needs to be told a variety of things if he is to work effectively. Some of these things are:

--The mission of the VA and of his own particular unit.

--The contribution he can make toward carrying out that mission.

--What is expected of him and how well he is meeting the requirements.

--How he can develop himself so he can be of greater value to his organization.

--Information about his rights, privileges, duties, and obligations.

--He needs to have communicated to him the feeling that he "belongs".

3. Some of the methods which may be used for communicating are:

--Written rules, regulations, and procedures.

--Group meetings.

--Posting notices on bulletin boards.

--Circulated information.

--Individual discussions.

--Employee publications.

--Employee councils.

4. Some of the types of information which supervisors should pass up the line are:

--<u>Reactions and attitudes</u> toward working conditions.

--<u>Suggestions</u> for improvement in work methods, procedures, etc.

--Information about employees' views on policy and procedural changes, the effects of administrative practices, current workloads and backlogs, etc.

APPENDIX I-C (HO #3)

ESSENTIALS OF SUPERVISION
COURSE OUTLINE

SESSION I. WHAT IS A SUPERVISOR?

A. Discussion of VA Organization and Operations
B. Comparison of a Worker's and a Supervisor's Responsibilities and Relationships
C. Outline of a Supervisor's Job - General Remarks
D. Communication - The Key to the Supervisor's Job

SESSION II. PRINCIPLES AND FUNCTIONS OF MANAGEMENT

A. Review of Management Principles

1. Unity of command
2. Span of control
3. Homogeneous assignment
4. Delegation of authority

B. Concept of Line and Staff
C. Discussion of Management Functions

1. Planning
2. Organizing
3. Directing
4. Controlling
5. Coordinating

SESSION III. PLANNING, ASSIGNING AND EVALUATING WORK, SELECTING AND TRAINING EMPLOYEES

A. Planning

1. Factors involved
2. Types of planning

B. Assigning Work

1. Elements to be considered
2. Analyses of job and employee

C. Evaluating Performance

1. Objectives
2. Performance requirements
3. The evaluation process - appraising performance against job requirements

D. Selecting Employees

1. The supervisor's role in selection
2. The selection interview

E. Training

1. Need and responsibility for training
2. Importance of training
3. Methods of training
4. Steps in on-the-job training

SESSION IV. LEADERSHIP ON THE JOB

A. What People Want from Their Jobs
B. Types of Supervision

1. The boss
2. The do-nothing supervisor
3. The leader

C. Foundations for Good Human Relations
D. Practice Skits
E. Ways for the Supervisor to Improve Himself as a Leader

SESSION TWO

PRINCIPLES AND FUNCTIONS OF MANAGEMENT

I. PURPOSE OF SESSION

(For Group Leader Only--Not To Be Read To Group)

1. To present the basic principles of management
2. To discuss the functions of management
3. To explain the concept of line and staff.

II. MATERIALS REQUIRED

1. Large blackboard, chalk, and eraser
2. Supply of paper and pencils
3. "Organization Manual of the VA", dated September 7, 1953
4. Copies of handout "Basic Principles and Functions of Management" (Appendix II-A).

III. OUTLINE FOR SESSION

A. INTRODUCTION

1. "In our first meeting we discussed the various aspects of a supervisor's job, what a supervisor does as a part of management and the added responsibilities of the new supervisor."

2. "We also discussed the new role of the supervisor as a communicator. This included communication with his superiors, his fellow supervisors and the workers in his unit. It involved his ability to give orders, interview, instruct, lead meetings, contribute to staff meetings, carry out instructions, keep his superiors informed, telephone and make reports."

3. "Today we are going to talk about the principles and functions of management, and how they affect the supervisor's over-all job. We are also going to discuss the concept of the line and staff organization and the functions of each as they pertain to the VA. Even in lower echelon supervisory positions a knowledge of these principles and functions will often be helpful. In the higher level supervisory jobs, such a knowledge is essential. As a matter of fact when we

discuss these principles of management, you will probably discover, if you are already a supervisor, that you've known them and you've probably been applying them, even if you haven't used the exact labels for them."

B. PRINCIPLES OF MANAGEMENT

1. "As present or potential supervisors you are all members or potential members of the group concerned with the management of the VA. This whole course is organized on the idea that the groups taking it are composed of the people from among whom the VA's top managers themselves will eventually rise. The earlier you acquire the basic knowledge about management the better off you'll be."

2. "Now, just what is management? It is the function of coordinating the activities of an organization so it can best accomplish its desired goal. Generally, management, both in the government and in private industry, is concerned with the '5 M's', men, money, machines, materials, and methods. Sometimes people talk of the science of management. It would be an exaggeration to call management a science, but it does have principles which, tested by time, have proved to be true and significant. Basically, there are 4 such principles listed in most studies of the subject. Let's see if we can determine what they are."

   a. Unity of Command

      Question: "Have you ever heard an employee say he doesn't know who his supervisor is, he has so many people telling him what to do? What does this suggest to you? How many people should each worker report to?"

      NOTE: Get comments from group and summarize by writing on the blackboard under "PRINCIPLES OF MANAGEMENT"

      UNITY OF COMMAND

      (1) "This is the first principle of management, each individual should be responsible to one person only. In other words, to quote the Bible, 'A man can serve only one master'."

      (2) "Of course, unity of command has another aspect and that is the matter of not having several persons assigned to be the boss on the same job. You cannot hold any one of them responsible if you haven't clearly given to one person only, along with the responsibility, the authority he needs to get the job done. You can imagine how a

baseball team would be if there were 4 different managers trying to direct it at the same time? It wouldn't work, of course."

b. Homogeneous Assignment

Question: "What is the proverb referring to a man who has a knowledge of 20 different lines of work without a mastery of any one?"

Draw out or supply answer:

"Jack of all trades, master of none."

(1) "The fact is that most people cannot be good at 20 different lines of work. If they can master one or two really well, they're doing fine. In order to be a success a man usually has to concentrate. And if you want a man to be successful at his job you have to organize that job so it doesn't involve different and unrelated types of work. In other words you have to make sure he has a (write on blackboard)

HOMOGENEOUS ASSIGNMENT

NOTE: Explain--means a job composed of tasks that are similar in nature.

(2) "If a man has a homogeneous assignment he is much more likely to do the job well. The same thing is true about organizations. If one organizational unit in a hospital was responsible for, say, feeding the patients, running the motor-pool and taking care of employees' salaries - it would almost certainly turn out to be a pretty ineffective unit. Further, it would be almost impossible to find employees with the required experience.

"The more homogeneous a unit's functions are, the more you can take advantage of individual and group expertness and the less executive supervision you are likely to need. Therefore, if you are ever engaged in setting up an organization, you should try not only to see that every necessary activity is taken care of some place in the organization, but also to group the activities together so that each unit of the organization will have a related group of functions, not a ridiculous combination like the dietetics-motorpool-finance division we mentioned a minute ago."

(3) "You can see how this second principle of management, 'homogeneous assignment' is applied in the organization

of the VA. Each of the 3 departments has its own major purpose: medical treatment, benefits to veterans, or insurance. Each type of station, hospitals, regional offices, and insurance district offices - has its own homogeneous assignment. Within each field station, each of the divisions has its own clearly marked out area of operation, which we will consider briefly a little bit later."

c. Span of Control

(1) "A few minutes ago we were considering how many supervisors any one person should have and we agreed that nobody could work well if two or three different people were telling him what to do. Now let's ask ourselves the reverse question. Just how many people can one person effectively supervise?

NOTE: Draw comments from the group.

There are varying opinions as to the maximum number of 'line' supervisors that an executive can effectively supervise, but in general most people would fix the maximum limit at about 8. As for control at the level of the operating supervisor, a person may be able to supervise between 10 and 30 employees, though probably 20 is better as a maximum. Just how many people can be effectively controlled by one supervisor depends upon several factors, for example, the type of operation, the speed at which the operations must be conducted and the physical distance of the supervisors from those supervised. This illustrates the third principle of management, which is: (write on board)

SPAN OF CONTROL

(2) "In the current reorganization of the VA a great deal of attention was paid to this question of span of control. Under the old VA organization 12 Assistant Administrators and about 200 Managers reported to the Administrator. Under the new one that number has been reduced to 3 department heads ('line officials'). He also has reporting to him 9 staff heads, i. e. Assistant Administrators and staff directors.

"The matter of effective span of control is also likely to affect the extent to which an organization decides to decentralize authority. The current emphasis on decentralization in the VA is undoubtedly due mainly to the fact that you cannot have a high degree of centralization of authority in a large geographically dispersed

organization of approximately 200 field stations unless you are prepared to sacrifice effectiveness and speed of operations."

d. Delegation of Authority

(1) "Now, what is the answer to the problem of span of control? What can the Manager of the enterprise - it doesn't matter whether it's a government agency, a manufacturing firm, a retail store or anything else - do to counteract this difficulty? We've hinted at this answer in talking about decentralization. It is, of course, (write on blackboard)

DELEGATION OF AUTHORITY

(2) "Authority can be defined as the right to give orders and make decisions that must be obeyed. What would happen in a large organization if only one person in it was allowed to issue orders and make decisions? (Draw out briefly answers such as delay, inefficiency, overwork, etc.) It just can't be done if there is to be efficiency. As a matter of fact even in a small organization it can't be done without terrible cost, though you may see some people trying it. If an organization is to function well, the man at the top must delegate authority so that it can be exercised effectively, that is to say, where, when, and how it is needed."

(3) "In the VA the delegation of authority principle is observed all the way down the line from the Administrator to the first-line supervisor at a field station."

NOTE: Indicate on Central Office and local station chart.

"Of course, not all authority is or should be delegated. The ideal is to delegate authority co-extensive with responsibility. This has been explained as follows in the fundamental principles of VA organization: 'The underlying philosophy which will be consistently applied, is the strengthening of the authority of field station managers and increasing the burden of his responsibility correspondingly, so that insofar as possible all decisions of vital personal concern to the individual veteran may be made at the VA office or hospital without delay.'"

(4) "Here's an important point to bear in mind about this matter of delegation of authority. It doesn't decrease the responsibility, that is to say, the accountability of the person who makes the delegation. For example, at

this station the manager has delegated certain authorities to division chiefs and they are responsible to him for the exercise of those authorities. Even so, he is still accountable to the head of the department for what is done under that authority. He is just as responsible as if he had retained the authority himself.

"It's important to bear this in mind because sometimes people think that when they give someone else the authority, that lets them out of the picture. Administratively that just isn't so. It's a good thing it isn't so, because if it were, authority might be delegated carelessly and with less checking to see that it is being wisely used."

C. CONCEPT OF LINE AND STAFF

1. "We've mentioned the organization of the VA itself several times and this is as good an occasion as any to point out that the VA, in addition to being an organization characterized by decentralization and delegation of authority, is a 'line and staff' organization."

2. "The line and staff concept is relatively new in management circles. This type of organization arises from the fact that even when there are extensive delegations of authority it is still a problem for the managers at the higher levels of a large and complex organization to carry out their duties. They need help in planning, in appraising and in other ways, particularly as regards specialized functions for which they are responsible. For this reason, managers of such enterprises usually have a staff. The staff is a kind of reenforcement or extension of the executive which provides the strength, knowledge, and time that he lacks."

3. "In accordance with the principle of Unity of Command, the VA's 'line' organization is headed at the top by the Administrator. Under him are the three department heads, and under the three department heads are the managers.

NOTE: Point out on chart.

Each manager in turn has as subordinates division chiefs who report to him, and so on down the line, so that each supervisor and each employee has one superior to whom he reports, to whom he is responsible and from whom he receives orders. But the Administrator needs a group of staff people and services to help him. The department head has a staff to help him, and the manager also has a staff.

NOTE: Point out Line and Staff on chart.

All authority comes through the 'line' and none of the staff officers, even those at the very top, can give orders to their counterparts elsewhere. In general, the 'line' acts, has the authority to do and the responsibility for what is done. The 'staff' plans, assists and appraises."

4. "You will also hear people speak of the related idea of line functions as contrasted with staff functions. Those functions directly concerned with carrying out the mission of an organization are called 'line' functions; those which contribute indirectly are the 'staff' or supporting functions. For example, at a VA hospital the Medical Service is a line function --it's directly concerned with the treatment of veterans. But the Medical Service couldn't operate if there wasn't a Supply Division to procure equipment and medicines; a Personnel Division to obtain personnel; a Finance Division to see that the bills are paid and so on. These are typical of the staff services that are essential to the management of all but the simplest kinds of organizations."

D. FUNCTIONS OF MANAGEMENT

1. "Unity of Command, Homogeneous Assignment, Span of Control and Delegation of Authority are the four principles of management. Now let's take a look at the functions of management - there are five of those - and examine them, first in terms of the average supervisor's job and then as they apply generally to all levels of supervision and all organization components."

2. "The average supervisor has many responsibilities in managing his work unit, but all the duties he performs in a day fit into five main functions or areas of responsibility. Now what are these five main areas?"

NOTE: Write on board

Planning
Organizing
Directing
Controlling
Coordinating

3. "Now that we have listed the five functions, let's examine each one individually to discover, if possible, what is involved in their application. Remember, of course, that before any of the management functions are performed, the objectives or mission of the organization must have been clearly defined, and the supervisor must know them."

a. Planning

(1) "Planning is one of the most important management devices. When projects or programs fail, the basic cause can usually be found in inadequate planning. It is important to first find the facts, weigh the facts, decide what is to be done, and then act. To plan properly, seven factors must be considered." (Write on board under 'Planning')

(a) What work has to be done

(b) Why it is to be done

(c) How it is to be accomplished

(d) Who will do it

(e) What kind of materials and equipment are needed

(f) Where it is to be done

(g) When it is to be done

(2) "There are certain characteristics which should be present if a plan is to be effective. First, a good plan must achieve its objective. It must be based on complete and accurate facts. It should fully utilize all existing resources before new ones are brought into being. A plan usually involves statements of policy, and it should establish the organizational relationships and fix the responsibility and authority. It must also provide the organization and personnel for the entire time element of the activity for which it was created. It must include the devices necessary for continuous coordination, which we will discuss later."

"Secondly, a good plan must have flexibility, in order that adjustments may be made to suit changed conditions. It is not properly balanced if it provides for the allocation of the majority of the available time, machinery, and people to any one of the organizational components, or if it goes into too much detail for relatively minor activities but provides only general specifications for the major activities."

"Third, a good plan must have stability, so that it will not have to be altered repeatedly or discarded altogether. Stability aids understanding and morale. If a plan is continually changed, the workers have no motivation and no confidence in the future of their organization and low morale is a natural result."

"Fourth, a good plan should be comprehensive enough to cover all the necessary activities. But it should not be lost in a maze of detail. A comprehensive plan makes coordination easier, also."

b. Organizing

(1) "The next function for consideration is that of 'organizing'. 'Organizing' divides itself into three main steps."

(WRITE ON BOARD)

Steps in organizing

(a)

(b)

(c)

Question: "In setting up or reviewing an organization what is the first thing that must be done?"

NOTE: Get comments from the group and watch for someone to indicate "determine what must be done", or give them the answer and WRITE ON BOARD

(a) Determine the job

(2) "Setting up the job carries the responsibility of analyzing it. You will recall that we mentioned 'homogeneous assignment' as one of the four principles of management, which provides that the duties should be clear cut, similar in nature, and without overlap, and that every activity must be placed in some segment of the organization. When applied to the worker level it means that in order for a person to produce to his maximum ability he must be given tasks that are similar, otherwise his energies will be spread over too wide an area to be performed efficiently."

(3) Step 2 in Organizing

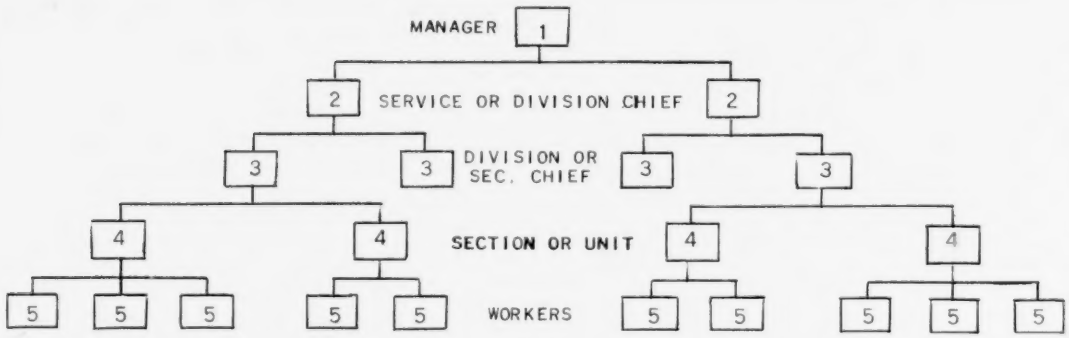
"The second step in organizing is (WRITE ON BLACKBOARD)

(b) Set up the structure

By setting up the structure we mean making a framework or a blueprint of all the jobs, drawing up an organization chart, showing where each job fits and to whom each will be responsible. An organization chart

is like a road map. It helps guide you and your superiors and subordinates in the proper direction. It helps solve problems. It is the key to reorganization. It enables you to get the right man on the right job."

NOTE: Group leader should draw the following simple organization chart on the board to illustrate.



"In establishing the lines of authority, it is necessary to begin at the top and work down through each level. There should be no dual control, which would be the case if both '2's' supervised the same '3'. No person should be responsible to another individual on the same level. Neither should there be by-passing of any level of authority; which would occur if '1' directly supervised the work of '3' or if '3' reported directly to '1' instead of to a '2'."

"Organization involves also the conditions and relationships between functions, physical factors and personnel which result in high morale and maximum efficiency. An organizational structure could not be developed without a thorough understanding of these components."

(4) Step 3 in Organizing

"After determining the jobs, and setting them up into a structure or framework, the supervisor's chief responsibility is to allocate the men and materials to the job."

NOTE: WRITE ON BOARD

(c) Allocate the resources

a. human - (people - workers)
b. material - (equipment, machines, supplies)

"In allocating the human and material resources, it must be kept in mind that employees should be assigned to those jobs that they are able to perform. Employees' abilities, interests and aptitudes should be considered. Every effort should be made to place the right man in the right job. Any other method will surely lead to frustration, low productivity and morale. Also proper equipment, machines and supplies should be made available so that the job can be done. To mention an obvious example, you cannot expect letters to be typed if no typewriters are available."

"We have been discussing the various factors necessary in the process of setting up a new organization. But what can we do to achieve a more effective organization out of one that already is in operation?"

"Suppose that you have just been promoted or reassigned to a supervisory position. After you have been there long enough to analyze the situation and have come to the conclusion that a major reorganization is necessary but circumstances prevent this, what can you do? This is the advice given by one man who is pretty wise in the field of administration: 'With a going concern where you already have people, and habits and customs to deal with, imagine that you have a clear sheet. Draw up an ideal organization for an undertaking of that particular size and circumstances. Then lock it in your desk; it is a very explosive document. But make two resolutions:

1. Whenever a position falls vacant or any organization change is possible and desirable, you will pull it out and have a look at it.

2. As far as is humanly possible you will never make any change in organization in the wrong direction, that is away from the ideal, always toward it.

This may seem a slow process. But it is extraordinary how quickly, if you are consistent and determined, an organization can be reshaped without anyone realizing that a revolution has, in fact, taken place.'"

c. Directing

(1) "Once we have formulated our plans and have set up the organizational structure and determined what resources are necessary, we must then consider what action is necessary to put them into operation. Planning and organizing are of no avail unless we have a force to start the activity and to steer its course toward the accomplishment of our goal. This force is the management function called 'directing'."

(2) "It should be remembered that better planning and organizing call for less directing, and poorer planning and organizing result in more directing and supervising."

Question: "What does directing mean?"

NOTE: After opinions have been given by several of the group you might conclude:

"It is true that by 'directing' we mean more than merely guiding the work of others. It means setting an organization to work and then keeping it working steadily. In the broader sense, as applied to a program, it means pointing all efforts toward accomplishing the objective. It means giving guidance and pointing out the course of action through the issuance of directives."

(3) "This medium is normally employed to insure progress toward the achievement of the program. The orders and instructions which initiate the activity are not sufficient to keep it rolling in the right direction and at the proper pace. Directing is dynamic in nature and, as such, it is the force that continually encourages the organization to meet objectives."

(4) "From its nature, we can readily see that people are the main factor in the directing function. In order to have activity, individuals must act, and they do so through the issuance of the directives which we mentioned a moment ago. Naturally, to be effective, these directives should be simple and should convey clearly the wishes of the issuing office. They should be stated in commonly accepted and easily understood language.

"If the orders and instructions are not in consonance with the objectives, the results will fall short of what was intended. Naturally, the orders and instructions should be such that they are capable of being carried out. The wise supervisor or executive will carefully gauge the capabilities and capacities of his subordinates and then issue directives that will not require them to perform beyond their capacities."

d. Controlling

(1) "The fourth function of management is that of control. Control as we use it here refers to the function of obtaining information about an operation or program as it proceeds in order to gain an overall knowledge of such operation or program during its progress. It seeks

to determine the relationship between planned and actual results and to take whatever action is necessary to correct any deviations from the planned performance.

"This is analagous to receiving reports on the progress of a train travelling between here and Chicago. The control function would keep the Chicago personnel apprised of the progress of the train, informing them periodically that it was on the right track or informing them of various and sundry mishaps. If, for example, the train was by mistake being routed in the wrong direction, the engineer on the train and the switchman could if the proper control existed be sent necessary instructions from the administrative personnel, so that the rerouting errors could be corrected. The train would then be returned to its proper track and ultimately arrive at its destination as close to schedule as possible."

(2) "Controlling is interwoven with all other functions. It tends to stimulate planning, strengthen the organization, increase the efficiency of directing and facilitates better coordination. It is such a broad function and is so involved in every agency activity that it may be considered to be the very life of the organization. It will be found necessary in carrying out practically any kind of program or assignment. It is a testing, a sampling, a check of time limits, and of quality and quantity standards. It is a continuous evaluation process which must be done throughout the entire period of existence of the organization."

Question: "What, in your opinion, is the first step in setting up proper control?"

NOTE: Get group reaction and wait for someone to indicate that we must first know how well the program or job is supposed to be done, before we know whether it is being done and then WRITE ON BOARD, the caption and step one, only.

(3) Steps in Controlling

1. Set up a standard
2. Evaluate (compare with standard)
3. Adjust to meet standard (corrective action)

NOTE: Fill in steps 2 and 3 as discussion proceeds

(a) "Standards furnish a basis for measuring the actual performance. They should be made known throughout the organization so that they will provide an incentive for achievement and sustained performance necessary to reach the established goal."

(b) Step 2

"After we know how well the program should be done, or how much should be produced, how can we know that the standards are being met?"

NOTE: This should bring a series of answers such as, "check to find out", "take a sample", etc. (WRITE ON BOARD)

Evaluate

"Evaluation is the function of comparing actual results with planned performance to determine the amount of agreement. It is closely allied to standardization."

"Through experience, industry plans for and sets up controls just as deliberately as it does company policies and procedures. For example, the Hershey Chocolate Company has set controls in their plant that are interesting. Periodically, a man goes about the plant and ladles out some of the chocolate substance at its various stages. The samples are taken to the research department where they are checked for consistency, taste, etc., against the standards set up by the company."

"Even though the same formula is always used, and the same people make the candy in the same way-still the test is made periodically to insure no 'let down' in quality."

"Supervisors and executives also have to do this very thing in their organizations. They have to check by sampling here and there to determine if their subordinates are meeting the standards set up for quantity and quality of production."

(c) Step 3

"After checks have been made to determine whether the standards are being met, then the next step is to make the necessary adjustments to meet the standards." (WRITE ON BOARD)

Adjust to meet the standard

"Thus we see that the steps in controlling are: Setting up a standard; checking the practice with the standards, and, finally, making whatever adjustments are necessary to bring any deviations from the standards in line with the planned performance."

e. Coordinating

(1) "This brings us to consideration of the last function of management which is 'coordinating'."

Question: "What do we mean by the term 'coordinating'?"

NOTE: Get answers from the group and summarize by saying:

(2) "Coordinating means the keeping of all personnel, machinery, and equipment operating in proper proportion, or balance, or harmony. It is not something added to our jobs, it is part of our jobs. When does one coordinate? The answer is: 'anytime that either men or machines get out of balance; or when something goes wrong in an organization'."

(3) "Coordination is not limited to any one organizational level, it must be obtained throughout the entire organization if it is to operate with maximum efficiency."

(4) "Coordination frequently discloses and prevents overlapping and duplication of functions. Unplanned coordination may occur to a large degree in organizations, but this is not good management. Coordination should be systematic and prescribed."

Question: "What are some of the ways of insuring harmonious action in an organization?"

Answers to be developed or given

(a) Hold informal staff meetings.

(b) Write memoranda to those concerned.

(c) Person-to-person contacts

(d) Formal conferences

(e) Securing concurrences

(5) "Of course, the size of an organization, time limitations, and number of personnel are all factors in determining the need for coordination. It becomes a more difficult problem in a large organization because there is a tendency for lines of communication and authority to become entangled. However, the measure of efficiency in coordination is usually the measure of efficiency of the organization and there will always be a need for it. It is a never-ending task and there are no short-cuts. It takes time and effort, but it pays big dividends."

E. ORGANIZATION PRINCIPLES

"The American Management Association has issued what they call the Ten Commandments of Good Organization. Before leaving this subject it might be well to review some of these Commandments."

1. Definite and clear-cut responsibilities should be assigned to each executive.

2. Responsibility should always be coupled with corresponding authority.

3. No change should be made in the scope or responsibilities of a position without a definite understanding to that effect on the part of all persons concerned.

4. No executive or employee, occupying a single position in the organization should be subject to definite orders from more than one source. (This should not interfere with functional direction exercised by staff specialist departments, such as accounting, personnel, purchasing.)

5. Orders should never be given to subordinates over the head of a responsible executive.

6. Criticism of subordinates should, whenever possible, be made privately, and in no case should a subordinate be criticized in the presence of executives or employees of equal or lower rank.

7. No dispute or difference between executives or employees as to authority or responsibilities should be considered too trivial for prompt and careful adjudication.

8. No executive or employee should ever be required, or expected, to be at the same time an assistant to, and critic of, another.

F. SUMMARIZE SESSION

1. "Before concluding our session for today, let's briefly summarize:

   a. There are four principles of management, namely: unity of command; span of control; homogeneous assignment; and delegation of authority. The five functions of management are: planning, organizing, directing, controlling, and coordination.

   b. Perhaps the most important of these is planning. When projects fail, the basic cause of failure usually can be found in inadequate planning. It is important to, first find the facts, then weigh the facts, and then act. You must have a controlling policy as a basis for good planning.

   c. In organizing, determine the project, men and material, and then synchronize all of these with the time element.

   d. By directing, we mean to determine the responsibilities and then to delegate authority commensurate with these responsibilities.

   e. Controlling provides for development of standards of quality and quantity, with reporting systems necessary to interpret and analyze the operation.

   f. Coordination is always a necessity in order that all the elements of the project or enterprise may be kept in harmony, in balance, and meet the requirements that have been established."

F. CLOSE SESSION

1. "In order to help you to remember these principles and functions, we have prepared a handout which you may take with you."

   NOTE: Hand out copies of "Basic Principles and Functions of Management" (Appendix II-A) with explanatory remarks.

2. Give time, date, and place of next meeting.

3. Announce topic of next session.

4. Compliment group on their attention and participation.

APPENDIX II-A HO#4

BASIC PRINCIPLES AND FUNCTIONS OF MANAGEMENT

1. The four basic principles of management are:

   a. Unity of Command: Make each individual responsible to one person only.
   b. Homogeneous Assignment: Functions should be specific, clear cut, similar in nature and without overlap. Responsibility for one function must be assigned to some one individual.
   c. Span of Control: Limiting the number of subordinates reporting to one person. (Variations exist depending upon distance in terms of space and time, and type of operation.)
   d. Delegation of Authority: This provides an ultimate authority and a series of decreasing yet final authorities.

2. Concept of Line and Staff

   a. Authority comes through the line
      1. The line acts, has the authority to do, is responsible for what is done.
   b. The staff advises and helps the executive
      1. The staff plans, assists and appraises.

3. The five basic functions of management are:

   a. Planning
      1. What work has to be done
      2. How it is to be accomplished
      3. Who will do it
      4. What materials and equipment are needed
      5. Where it is to be done
      6. When it is to be done
      7. Why it is to be done

   b. Organizing
      1. Determine the job
      2. Set up the structure
      3. Allocate the resources - human and material.

   c. Directing
      1. Give an assignment or a responsibility
      2. Train personnel to do it
      3. Follow up with directives, written and verbal orders

   d. Controlling
      1. Set up standards - quantity or quality
      2. Evaluate by comparison with the standards
      3. Take corrective action - adjust to meet the standard

e. Coordinating
   1. Hold informal meetings
   2. Person-to-person contacts
   3. Write instructions or procedures
   4. Secure concurrences
   5. Hold conferences with representatives of other organizations concerned.

SESSION THREE

THE SUPERVISOR AT WORK

I. PURPOSE OF SESSION

(For Group Leader Only--Not To Be Read to Group.)

1. To discuss the importance of planning.
2. To define and discuss the factors involved in assigning work.
3. To consider methods of evaluating employee performance.
4. To examine the techniques of selecting the right person for the job.
5. To discuss the supervisor's role in training in general and in on-the-job training in particular.

II. MATERIALS REQUIRED

1. Large blackboard, chalk, and eraser.
2. Supply of paper and pencils.
3. Copies of Handout, "Planning, Assigning and Evaluating Work; Selecting and Training Employees". (Appendix III-A)

III. OUTLINE FOR SESSION

A. INTRODUCTION

1. "At our last session we discussed the basic principles of management which you will recall are; unity of command, span of control, homogeneous assignment, and delegation of authority. We also outlined the five basic functions of management which include; planning, organizing, directing, controlling and coordinating. Then we defined and briefly traced the line and staff concept and how it applies to the present organization of the VA."

2. "Today, we are going to talk in greater detail about a few of the most important activities of the typical supervisor. Supervisors are dependent upon their employees for results, regardless of what their work is or whether they are in a hospital, district or regional office, center or in Central Office. In turn, the amount and quality of work our people turn out depends to a large extent on the way our supervisory group plans and assigns their work, trains them, and evaluates and improves their performance."

B. PLANNING

1. "One of the most important functions of the supervisor is to plan work for his employees. He must keep informed of contemplated changes that may affect his unit and make his plans accordingly. He should not wait until changes take effect and be caught off guard. Also, he must plan his work so that he can utilize the best skills of his employees to advantage. Work should not be just given to anyone, just to get it done, but should be assigned to those who can best do it. The supervisor must be careful to see that work is distributed equitably among his workers."

   a. Planning Work

      Question: "What is involved in planning work?"

      Answers to be developed or given (Write on blackboard)

      (1) What work is to be done

      (2) What is the mission of the unit

      (3) What is the purpose to be achieved

      (4) Who is to do it

      (5) What equipment will be needed

      (6) What will be the space requirements

      (7) What are the time elements

      (8) How many employees will be needed

   b. Types of planning

      (1) Short-range plans

      (2) Long-range plans

      "New supervisors will be mainly concerned with short-range plans at the beginning, but as they become more experienced they will begin to look ahead. All supervisors must be kept informed, as early as possible, of changes which may affect their units."

      (3) Question: "What do you do or consider in connection with short-range plans?"

Answers to be developed or given

(a) Day-to-day operations

(b) Getting work done

(c) Maximum utilization of employees

(4) Question: "What can supervisors do to plan their workday to get maximum results?"

Answers to be developed or given

(a) Decide what must be done; what ought to be done; what need not be done at this time.

(b) Decide what can be delegated to someone else.

(c) Schedule the workday to avoid waste.

(d) Provide for time to plan.

(e) Provide for flexibility.

1. Have employees trained to do more than one task so that in case of an unexpected priority most or all employees can be utilized to get the job done. (use local examples).

(5) Question: "What do you do or consider in connection with long-range plans?"

Answers to be developed or given

(a) Keep informed on contemplated changes

(b) Discuss these changes with supervisor

(c) Can new function be accomplished with present staff

(d) Estimate what supplies, equipment and personnel will be needed.

(e) Discuss contemplated changes with employees

(f) Keep all concerned informed on any new developments.

NOTE: Use local examples of instances in the past when long-range planning was necessary.

C. ASSIGNING WORK

1. "Now that we have discussed some of the important factors in planning the work to be done by employees, let us see how we can assign this work so that it may be done effectively and on time."

   a. Question: "What factors must we consider in assigning work?"

      Answers to be developed or given

      (1) What is the task to be done

      (2) What are the requirements of the task

      (3) What are the capabilities of available employees?

      (4) The workload

      (5) Time factors

   b. Analysis of job and employee

      "Lets discuss each one of the above points."

      (1) What is the task--Keep in mind desirability of homogeneous assignment

         (a) What tasks go together best? Ex: Typing, shorthand, filing, technical

      (2) Inventory of the task

         (a) What are the requirements of the task?

         (b) What skills are needed to do the task; are they routine, new, or special?

         (c) Will we need outside help?

      (3) Analysis of each employee as to his:

         (a) Skills and abilities

         (b) Aptitudes

         (c) Interests

         (d) Experience

         (e) Need for training

(4) The workload

(a) Even distribution of work (Do not overload certain willing and capable employees)

(b) Other priorities

(c) Equipment available

(5) Time factors

(a) Deadline

(b) Can it be done by other members of the group?

(c) Must it be farmed out to other units?

(d) Overtime.

c. Giving increasingly more difficult work assignments with correspondingly less direct supervision.

(1) "A supervisor should organize the group's work so that it can be done with the least possible supervision. He should assign responsibility to employees and then refrain from oversupervision. If the leader has done his job by training and stimulating his assistants to assume responsibility without continuous instructions, and has shown confidence in his people, the assignment of responsibility will usually be effective. Rather than decreasing the importance of the supervisor's job, such action increases its importance by developing the confidence of the employees in themselves and in their leader."

(2) "Assignment of responsibility does not mean complete absence of supervision, however. Final responsibility for results cannot be delegated. The supervisor should establish internal controls so that he'll know how delegated tasks are being performed.

"For example, suppose originally the supervisor reviews all outgoing letters. As he comes to know his workers better and has had the opportunity to analyze their work performance, he selects two persons to review all letters except those to other government agencies and members of Congress. A spotcheck of these letters over a period of time shows that the quality of the work is good. He then has the reviewers also review letters to other government agencies. His review activity then has decreased from a review of all correspondence to a review of letters to members of Congress and only a spotcheck of all other

correspondence. His time for his other work has been increased without resultant loss in quality of the unit's work and with beneficial results to his personnel."

D. EVALUATING PERFORMANCE

1. Objectives of evaluation

"After the supervisor has planned and assigned work for his employees to do, then continuous appraisal of their performance is not only desirable but also essential. The primary purpose is to create a satisfactory relationship between employees and the supervisor which will result in a high level of productivity. Related objectives are:

a. To let employees know exactly what is expected of them and how well they are meeting these expectations.

b. To assist the supervisor to estimate more accurately what his employees can do.

c. To arrive at an equitable performance rating for each employee in accordance with set standards. In addition such ratings are, at present, required by law."

2. Performance Appraisal

a. "Performance appraisal represents the supervisor's judgment as to how well an employee does his job and as to what possibilities he has for improvement or for advancement. To arrive at such an appraisal the supervisor must observe the employee's performance carefully to assure that he has a picture of his typical performance. He needs to guard against letting isolated instances of poor performance or exceptionally good performance influence his judgment."

b. "It would be extremely difficult for a supervisor to make a fair appraisal of an employee's performance unless there is something against which to measure it. Therefore, performance requirements are necessary for each job under his supervision."

3. Performance Requirements

a. "Performance requirements may be defined as statements of the quantity and quality of work that should be prodcued by an employee on a given job. These requirements are set by management, or more specifically by the supervisor in charge of the work because he is responsible for production and, therefore, must know what can be reasonably expected from his employees. In addition to using these requirements for performance appraisal he can use them to:

(1) Plan work in advance

(2) Estimate how much work can be expected

(3) Estimate how many people will be required.

(4) Plan training needed to meet performance requirements."

b. "Although management is responsible for setting work requirements each supervisor should discuss them with the employee concerned and, if necessary, modify them so that there will be a mutual understanding and willing acceptance and compliance on the part of the worker."

4. Establishing job requirements

Question: "How does the supervisor determine what is reasonable to expect?"

Answers to be developed or given (Write on board)

a. Examine the job

b. Estimate what is reasonable

c. Make a tentative list of requirements.

d. Discuss with person concerned

e. Adjust tentative requirements as needed.

5. Procedure for determining job requirements

a. How do we examine the job?

(1) Review the official job description.

(2) Observe what actually is done on the job

(3) Talk the assignment over with the employee

b. How do we estimate what is reasonable?

(1) Quality and quantity of work to be done.

c. Why do we make a tentative list?

(1) As a basis for discussion

(2) For common understanding

d. With whom do we discuss the tentative list?

(1) The employee

(2) Your supervisor

e. Modify requirements, if necessary

(1) Discuss fully with employee

(2) Strive for acceptance and cooperation.

6. What does the formulation and application of performance requirements usually accomplish?

"The primary objectives of performance requirements are improved performance and better employee utilization. The proper formulation and application of performance requirements help accomplish or bring about the following:

a. Mutual understanding between the supervisor and each employee as to what is expected of the employee.

b. Clearer understanding by the supervisor of each employee's work strengths and weaknesses.

c. Better understanding by the supervisor of each employee's problems and attitudes in getting the job done.

d. Current understanding by the employee of how well he meets the supervisor's expectations.

e. Specific plan for improvement of performance, whenever such improvement is feasible.

f. Knowledge by the supervisor of employee capacities or potentials not being used currently.

g. Plans for utilizing ability to better advantage and developing and using potential (where possible).

h. Recognition by supervisors, management officials, and the personnel office of employees who are unable or unwilling to perform satisfactorily in current assignments and collection of information on which to base reassignment, demotion, or separation.

i. Recognition by supervisors, management officials, and personnel office of unused or potential ability which might be used to better advantage, possibly in other parts of organization."

7. The evaluation process

a. "Supervisors are responsible for getting certain portions of the installation's work done. Actually, however, they must depend on the employees assigned to them to do the job. These employees were selected because they had demonstrated on other jobs, or had convinced us that they had the skills needed to do the work or that they were capable of learning to do the job within a reasonable period of time.

"Supervisors are interested in the total accomplishment of their unit or group and are interested in the contribution of each employee. Why evaluate employees' performance? Because it is one way to find areas where worker performance can be improved, and it gives a basis for taking action needed to get such improved performance."

b. "Now that we know why it is necessary to make performance appraisals we are ready to discuss how to go about making them. Casual observation alone is not enough to give a total picture of the employee's typical performance. The supervisor should be careful to distinguish between 'impressions' and 'evaluations'.

(1) Impressions are based on few, if any, facts, little or no sound basis for comparison, snap judgment, and may be partial and unfair.

(2) Evaluations, on the other hand, are based on adequate facts, comparison with set requirements, careful judgment and objective observation."

c. Obstacles to sound evaluation

"There are certain factors which will tend to influence the supervisor's judgment. These human factors are always the hardest to overcome. Some of these factors which should be eliminated from consideration in the evaluating process are:

(1) Prejudices - appearance, race, nationality, sex, age, etc.

(2) Partiality - friends, personal likes and dislikes

(3) Spot performances - single instances of exceptional activity which tend to overshadow generally mediocre work and, also the opposite, rare errors in an otherwise overall satisfactory performance.

(4) Spinelessness - unwilling to take the risk of making an unfavorable decision.

(5) Hurry - failure to take time to do a thorough job.

(6) Inadequate information - inadequate or incorrect information or failure to get all the essential facts.

(7) Incorrect requirements - using same standards for employees of more than one grade."

d. Evaluating performance against the job requirements

(1) "What facts do we need to know about the job, what facts do we need to know about the employee's performance and how can the supervisor get these facts?"

NOTE: Develop on board, the duties first and then performance.

The supervisor gets these facts:

About the job	About the employee
Duties	Performance
Tasks to be performed	Progress rate
Skills used	Quality of work
Responsibilities	Attitude toward job
Expected performance	Response to instructions, commendations or censures
How much	
How well	

e. "After getting the facts, the supervisor makes comparison between what is expected for fully satisfactory performance and what is actually accomplished by the employee in order to determine how well the worker meets the job requirements. After this has been done the evaluation should be discussed, point by point, with the employee."

f. "Finally as a result of his appraisal of the performance of the employee, what action should the supervisor take?

(1) Let the worker know how he stands

(2) Take planned action to develop satisfactory workers to their fullest potential.

(3) See that proper credit is due for superior accomplishment or outstanding performance.

(4) Assist employees to improve unsatisfactory performance by guidance, training and encouragement.

(5) Initiate action to change the assignments of, or if necessary separate, workers whose performance remains unsatisfactory after reasonable effort to improve them.

(6) Translate his appraisals into official performance ratings when required."

g. "The process of evaluation, which we have discussed, is not something that takes place at scattered intervals, as for instance when performance ratings are required. It is a continuous process, and the benefits should be passed on to the employee. It is important to keep people posted on how they are measuring up against what is expected of them. The 'everything is all right unless I tell you otherwise' philosophy does not fit into modern supervision. The man who is doing all right should be told so.

"It is even more important to check the person who is just beginning to skid. If you have to say 'you've been slipping for quite a while', the natural question in reply would be--'why didn't you tell me sooner?'. So, the first principle which sums up our discussion of the process of evaluation is: (Write on the blackboard)

LET EACH EMPLOYEE KNOW HOW HE IS GETTING ALONG

Along with this goes another principle. This one is: (Write on blackboard)

POINT OUT WAYS TO IMPROVE

It is not sufficient, nor is it good relations, to merely tell an employee that he is deficient in some aspect of his job--we must go one step further, and tell him how he may overcome the defect. In addition, we can assist the satisfactory employee by showing him ways in which he can develop to his fullest potential. We will discuss this in more detail in the next session."

E. SELECTING EMPLOYEES

1. "Often a supervisor will be concerned with selecting employees or participating in their selection. These may be people not presently in the VA, or people who are candidates for promotion or transfer."

2. "The Personnel Office will have determined, in either event, that the candidates meet the minimum qualifications standards for the job. But, if it is possible, the supervisor should select, from among these candidates, the one who not only meets these minimum standards but has, additionally, personal qualities and work skills that make him the best prospect for success. How well the supervisor selects his employees will determine to a great extent how successful his work group will be."

   a. Question: "Why is it important to the supervisor to select the right person for the job?"

      Answers to be developed or given

      (1) Enables him to get the job done.

      (2) Maintains quality and quantity of production.

      (3) Avoids waste in manpower and skills.

      (4) Reduces errors, waste, and spoilage of materials.

      (5) Reduces employee turnover.

      (6) Improves employee morale.

      (7) Reduces training time.

   b. Question: "Why is it important to the worker to be placed in the right job?"

      Answers to be developed or given

      (1) The work will be interesting.

      (2) He can use his best skills and talents.

      (3) He knows he can do the work.

      (4) He can feel secure in his job.

      (5) He can plan for self-improvement.

      (6) He feels he is a member of the team.

      (7) There is the possibility of advancement.

3. Factors to consider

   a. "Of course where employees are plentiful:

      (1) we can afford to be more exacting and deliberate in our selection and

(2) are more likely to get specially desirable and higher qualified people.

b. On the other hand when employees are scarce:

(1) we may have trouble in finding applicants with desired qualifications;

(2) we may have to decide what weaknesses we can accept and develop to competence;

(3) it may be necessary to establish trainee jobs with lowered requirements; and

(4) it may be desirable to simplify and combine work assignments.

For example, in a section of several stenographers we may need to replace a stenographer. Suppose we are unable to obtain a girl who can take shorthand, but can get some one who can type and file. The solution might be to survey the workload of the other stenographers and assign some of their filing and typing duties to the new girl and more fully utilize the stenographic abilities of those who can do this type of work. In this way the available skills are most efficiently utilized."

4. Interviewing the applicant

"From time to time some of us may have had the opportunity to interview applicants for a vacancy in our units. This can be time consuming, but, far more important, at the end of the interviews, if we are not careful, we still may be uncertain as to the best person. Let's see if we can use the employment or selection interview to better advantage."

a. Question: "What are the purposes of the interview?"

Answers to be developed or given

(1) To find out facts about the qualifications of the applicant.

(2) To satisfy ourselves that the applicant will meet the job requirements.

(3) To give the applicant essential information about the job.

b. Preparing for the interview

Question: "How should the supervisor prepare for an interview?"

(1) Review the specific job requirements and get them clearly in mind.

(2) Review available information concerning the applicant: SF-57, test results, results of investigations, etc.

(3) Arrange a suitable place and time free from interruptions.

(4) Plan to get answers to the following questions; Does he want the job, can he do the job, can he grow in the job, will he fit into the team, and is he available when needed?

c. Question: "How can we conduct interviews effectively?"

Answers to be developed or given

(1) Establish a friendly but business-like atmosphere.

(2) Tell the applicant about the job and make sure he is interested in it.

(3) Ask him questions about the nature and depth of experience significant to the job.

(4) Look out for special qualifications or requirements such as appearance, neatness, speech, emotional stability and mannerisms.

(5) Size him up as to how you think he will get along with you and the rest of the team.

(6) Be sure whether he gets the job or not that he leaves feeling that he has had fair consideration.

NOTE: At this point, if there is time available, the instructor may wish to use the role playing technique to demonstrate the techniques of using the interview to select an employee. Ask one member of the group to play the part of an applicant with the instructor acting as the interviewer. The role playing should be brief, 3 to 5 minutes. At the end encourage the rest of the group to criticize and list their comments on the blackboard. This may also be done between two group members.

F. TRAINING

1. "Another vital function of the supervisor is to train his employees. By this means he can enable new employees to perform with full effectiveness and can help increase the operating efficiency of present employees. In both cases he can aid in creating, maintaining, and improving their morale. At first thought you might be tempted to say that there are relatively few instances when it would be necessary to give training. On further thought, however, you will realize that there are very frequent occasions when training is required."

2. Need for training

   Question: "What are some of the situations which create a need for training?"

   Answers to be developed or given (Write on blackboard)

   a. New employees

   b. New types of jobs or assignments

   c. Rearrangement of duties

   d. Promotions

   e. Transfers

   f. Changes in operating procedures

   g. Changes in methods

   h. Addition of new materials or equipment.

   i. Need to increase skills of employees.

   j. Need to increase versatility of employees.

   k. Need to provide for advancement of employees.

3. Responsibility for training

   a. "We can see from this that almost any change in men, methods, or materials causes a need for training. Who must do most of this training? In answering this we must first ask another question."

   b. Question: "What must be known in order to train?"

      Answers to be developed or given (Write on blackboard)

(1) Know the people. Be familiar with their skills, knowledges, strengths, and weaknesses.

(2) Know the job. Know the techniques which must be passed on to the trainee.

(3) Have the information needed to anticipate needs. Know about future leave, possible turnover, present workload, and future workload.

c. Question: "On the basis of this who must bear the primary responsibility for training?"

Answers to be developed or given. (Get agreement that supervisors must do most of the training, so that the group will be convinced that it is an inherent responsibility and not something that is thrust upon them.)

"Yes, training is an essential part of the supervisor's job. Generally the supervisor is in the best position to determine training needs and to evaluate the results. The job that supervisors do in training workers greatly influences the quality and quantity of work performed by the VA. However, this function is not something that you will face alone and unaided. You will have the assistance of the Personnel Officer and his staff and, in many instances, that of a Training Committee."

4. Importance of training

"It is short-sighted to defer training because 'we can't spare the time'. When properly developed and administered, training will yield returns, both immediate and long range, far beyond the initial investment."

a. Question: "What kind of needs can be met through training?"

Answers to be developed or given (Write on blackboard)

(1) Improving employee attitudes and job satisfaction

(2) Improving the quality of supervision

(3) Increasing production

(4) Reducing errors, costs, etc.

(5) Eliminating backlogs

(6) Developing cooperation and coordination

(7) Reducing grievances and complaints

(8) Improving skill or instruction with subsequent reduction in the "break-in" period

(9) Reducing turnover and absenteeism

(10) Preventing accidents

(11) Making the most efficient use of manpower, equipment, and materials available.

b. "When training is neglected, the needs mentioned above are not met and the problems become more and more severe. However, while training can be neglected, it can't be shoved aside entirely. It is always taking place. The problem is to plan it purposely according to need rather than to allow it to happen haphazardly."

5. Methods of training

Question: "In approaching training in a purposeful manner what are some of the methods that may be used?"

Answers to be developed or given (Write on blackboard)

a. Course work (including correspondence courses, institutes, short courses, seminars)

b. Lectures

c. Demonstrations

d. Coach and pupil

e. Inspection tours and field trips

f. Conferences

g. Discussions

h. Laboratory

i. Simulated situations

j. Reading (supervised reading and reading clubs).

6. On-the-job training

"Most training requires some combination of the above methods. You are likely to be concerned mainly with on-the-job training, which refers to where the training takes place rather than to a type or method of training."

Question: "What steps will you have to take to conduct on-the-job training?"

Answers to be developed or given (Write on blackboard)

a. Define the training need on the basis of what the employee can now do versus what he is required to be able to do.

b. Determine the content of the training so that it will meet the need.

c. Select the training method or methods which will best meet the need.

d. Select and schedule the employees to be trained with a minimum of interference with operations.

e. Do the training. The key words are tell and show and illustrate and question. Telling and showing complement each other. Illustrating appeals to our visual-mindedness. Questioning insures that the trainee is keeping up with the instruction.

f. Follow up and evaluate the training to determine that the training need has been adequately met.

g. Continue the training; retrain or revise the program if the need has not been met.

7. A few precautions

"Lastly, there should be mentioned a few precautions to be kept in mind."

a. "Training should be used only where it is needed. It is not an end in itself. Keep in mind that the essence of training is that someone does not know how to do a job or needs to know how to do it better and that you will give him the instruction necessary to make his work more effective."

b. "Training needs must be determined and met locally. While you may often be able to use prepared materials, you should always keep in mind the adaptations which may be necessary to fit them to your needs."

c. "The trainee must be motivated. The success of training is dependent on the desire of trainees to learn. Among the things that can be done to motivate are to make sure that the training is related to the employees' needs, to make the learning process interesting, and to give encouragement and build confidence. Instruction on a person-to-person basis requires tact and diplomacy. The employee should

never be made to feel that he is backward. Although his weaknesses should be pointed out, as well as the possible factors causing them, the supervisor should express his confidence in the worker's ability and, if possible, compliment him on some phase of his performance."

d. "Training is not a cure-all. While training can do a great deal, it must be remembered that it is only one of many approaches. For example, the solution of a problem may lie in improved placement, in additional machines, in a classification study, etc."

e. "Lastly, and most important, training is justified only if the knowledges, skills, and attitudes which you have presented to the trainee are carried over by him to the job and become an integral part of day-to-day operation. The criterion of success of a training program is not the fact that the training has been given but the results achieved after the training has been put to practical use on the job."

G. SUMMARY OF SESSION THREE

1. "Before concluding our session for today, let's briefly summarize:

a. In planning work the supervisor must know what work is to be done, who is to do it, equipment needed, when, and how many employees will be required. He must provide for short range and also long range planning.

b. In assigning work the supervisor must consider the requirements of the task and the capabilities of available employees, the time factors and the equitable distribution of work.

c. In evaluating the performance of employees the supervisor must be sure that they know what is required of them for fully satisfactory performance. Then he must find out how well they measure up to these performance requirements, arrive at an equitable rating, and then take appropriate action.

d. In selecting employees the supervisor must make every effort to place the right person in the right job. This is of vital importance to both the supervisor and the employee alike. To assist him in obtaining the best qualified employee we have discussed the various factors to consider, including effective interviewing techniques.

e. In training employees the supervisor must determine what training is needed on the basis of what the employee can do as compared to what he is required to do. He must determine the content of training, select the best method, and do

the training. Lastly, he must follow up and evaluate the training to insure that it has achieved its purpose and has become a part of the day-to-day job."

H. CLOSE SESSION

1. "In order to help you remember the techniques and methods we have been discussing today we have prepared this handout which you may take with you."

   NOTE: Hand out copies of "Planning, Assigning and Evaluating Work; Selecting and Training Employees" (Appendix III-A)

2. Give date, time and place of next meeting.

3. Announce topic of next session.

4. Thank group for their cooperation.

APPENDIX III-A (HO#5)

PLANNING, ASSIGNING AND EVALUATING WORK; SELECTING AND TRAINING EMPLOYEES

I. PLANNING

A. Planning Work
   1. Factors involved
      a. What, who, when and how
   2. Types of planning

      a. Short range
         (1) Day to day operations
         (2) Maximum utilization of employees

      b. Long range
         (1) Keeping informed on contemplated changes
         (2) Estimating requirements
         (3) Keeping employees informed

II. ASSIGNING WORK

A. Elements to be considered
   1. What is to be done
   2. What are the requirements
   3. Capabilities of employees
   4. The workload
   5. Time factors
   6. Human relations

III. EVALUATING PERFORMANCE

A. Major Steps

   1. Pre-appraisal Actions
      a. Establish performance requirements
      b. Observe and review employee performance.

   2. Appraisal Actions
      a. Compare notes on actual performance against performance requirements

         (1) Identify instances where improvement can be made
         (2) Decide upon a tentative plan for improving performance
         (3) Discuss appraisal with employee and develop with him a definite plan for improvement.

      b. As a result of this discussion, you may:
         (1) Revise performance requirements
         (2) Alter your appraisal of his performance
         (3) Modify your plan for improvement

c. The discussion should result in an agreement between the supervisor and the employee both as to the appraisal and the action to be taken.

3. Take action agreed upon or needed.
   a. Employee improvement
   b. Reassignment, if feasible
   c. Separation, if necessary.

IV. SELECTING EMPLOYEES

A. Importance of selection

1. Responsibility of supervisor to select from among candidates the one having the personal qualities and work skills that make him the best prospect for success.
2. Importance to supervisor.
3. Importance to worker.
4. Consideration of the labor market.

B. The selection interview

V. TRAINING

A. Need for training caused by

1. Changes in men
2. Changes in methods
3. Changes in materials.

B. Methods of training
1. Course work
2. Lectures
3. Demonstrations
4. Coach and pupil
5. Inspection tours and field trips
6. Conferences
7. Discussions
8. Laboratory
9. Simulated situations
10. Reading

C. Steps in on-the-job training
1. Define the training need
2. Determine content
3. Select the training method or methods
4. Select and schedule the employees to be trained.
5. Do the training
6. Follow up and evaluate the training

SESSION FOUR

LEADERSHIP ON THE JOB

I. PURPOSE OF SESSION.

(For Group Leader Only - Not To Be Read To Group)

1. To define what people want from their jobs.
2. To define and discuss various types of supervision.
3. To point out some of the qualities and attributes of a good leader.
4. To discuss foundations for good human relations.
5. To discuss ways to improve leadership qualities.

II. MATERIALS REQUIRED.

1. Large blackboard, chalk, and eraser.
2. Supply of paper and pencils.
3. Copies of handouts "Foundations for Good Relations" (Appendix IV-A), "Bibliography" (Appendix IV-B).

III. OUTLINE FOR SESSION.

A. INTRODUCTION.

1. "You will recall that in our previous meeting we talked about the day-to-day activities of a typical supervisor. We emphasized the importance of planning, and defined and discussed the factors involved in assigning work to employees, methods of evaluating their performance, and some other aspects of what might be called the more technical phases of a supervisor's job."

2. "Now, technical knowledge and skill is one of the finest assets a supervisor can have. It constitutes a sound basis for planning work, for anticipating the difficulties and problems that arise in the operations performed by the group, and for solving them. It enables the supervisor to determine more accurately the quality of performance and to rate the individual's operating efficiency more objectively. It increases his ability to train others. But it is not, by itself, enough. We shall devote this session to discussing the other things that make a supervisor 'tick'."

B. WHAT PEOPLE WANT FROM THEIR JOBS.

1. "All of you have probably observed people who were highly skilled in their special field, but were failures as supervisors. Conversely, there is many a highly successful supervisor who, as a technician in his special line of work, is only moderately good."

   Question: "What is the explanation for this seeming contradiction?

   Answer to be developed or given:

   A supervisor gets results through people

2. "Yes, it is the people in the supervisor's unit who do the work. He can be successful, therefore, only if he has their loyalty, cooperation, and support, only if they are motivated to do their best work. Technical skill alone will not win for the supervisor that kind of response."

3. "What, then, can a supervisor do to ensure that his people will be motivated to give their best to their jobs? We must first understand what it is people want to get out of their jobs."

   NOTE: Write heading on blackboard:

   WHAT PEOPLE WANT FROM THEIR JOBS

   "One of the first things that will occur to you is 'good salary'."

   NOTE: Write "good salary" as item a. under the above heading.

   "However, this is not the only thing people want and it is not always the most important."

   Question: "What other things can you think of that people want to get out of their jobs?"

   Principal answers to be developed or given

   b. Security

   c. Change for advancement

   d. Recognition--feeling that they are needed

   e. Sense of accomplishment

   f. Being treated like human beings

   g. Interesting work

   h. Prestige

i. Chance to develop their abilities

j. Friendly treatment

k. Good working conditions

l. A sense of belonging

m. Feeling they are important members of an important enterprise

C. TYPES OF SUPERVISION

1. "The less an employee gets of the things that we have listed, the less likely he is to be a satisfactory worker. Will just any kind of supervision provide the employee with what he wants? No, there are different types of supervision, and they differ markedly in their effectiveness."

2. "At one extreme we have the supervisor who is very conscious of his position and authority. He feels that others have to submit to his will and he uses threats, intimidation, and fear to obtain obedience. Let's call him the 'Boss'."

NOTE: Place the following heading on the blackboard:

Boss		

3. "At the other extreme there is the supervisor who is inactive and indifferent and who acts as if supervision means letting everyone do as he pleases. Let's call him the 'Do-nothing supervisor'."

NOTE: Write the heading "Do-Nothing" on the blackboard so that the chart looks like this:

Boss	Do-Nothing	

4. "Between these two extremes there is the supervisor who obtains the wholehearted cooperation of the group. Let us call him the 'Leader'."

NOTE: Write the heading "Leader" on the board so that the chart looks like this:

Boss	Do-Nothing	Leader

5. The boss

a. "Let's consider first the 'boss' and discuss what makes him what he is. We can say 'is' because even though the boss idea is old fashioned, there are still plenty of supervisors of this type to be found."

Question: "What are some of the traits of the 'boss'?"

Answers to be developed or given:

NOTE: Write the answers immediately under the heading "Boss".

(1) Believes the organization must be driven.

(2) Rules through fear.

(3) Doesn't trust employees.

(4) Checks constantly to insure production.

(5) Believes employees should obey orders without question or explanation.

(6) Believes praise is unnecessary, since employee is getting paid to do the job.

(7) Believes that his way is the only way.

b. Question: "What are some of the effects of the 'boss' type of supervision?"

Answers to be developed or given:

(1) Maintenance of only a fair production standard, which usually slips when the supervisor is absent.

(2) Employees feel insecure.

(3) No one assumes responsibility willingly.

(4) Buckpassing gets to be a habit.

(5) The atmosphere discourages organized group effort.

(6) Increased absenteeism.

(7) More employee complaints and grievances.

(8) No one takes a chance of suggesting improvements. They're scared!

(9) Increased hidden costs through:

(a) Blighted development of employees.

(b) Excessive turnover.

(c) Difficulty in recruiting new employees because of the reputation the agency acquires.

6. The do-nothing supervisor

a. "Let us consider next the 'do-nothing' supervisor. It is not surprising that some of the people working under him think of him as a sport or regular guy, because they can get away with anything so far as he is concerned."

Question: "What are some of the traits of this type of supervisor?"

Answers to be developed or given:

NOTE: Write these answers immediately under the heading "Do-nothing".

(1) Sets no goals for the group.

(2) Neither makes decisions nor assists the group in making them.

(3) Avoids contact with employees--or at least work contacts.

(4) Gives no direction or instruction.

b. Question: "What are some of the effects of the 'do-nothing' type of supervision?"

Answers to be developed or given:

(1) Results in low morale and low production.

(2) Work of the group is sloppy.

(3) Employees are restless and irritable.

(4) Employees never know what to do or expect.

7. The leader

a. "In contrast to these two types of supervision, the most effective method of supervision for most situations today is leadership supervision."

Question: "What are some of the traits of the leader?"

Answers to be developed or given:

NOTE: Write these answers immediately under the heading "Leader".

(1) Stimulates the group.

(2) Encourages initiative.

(3) Draws out the best from each individual.

(4) Treats each worker with respect.

(5) Is understanding with his workers.

(6) Lets employee know why things are done.

D. FOUNDATIONS OF GOOD HUMAN RELATIONS

1. "The leader type supervisor recognizes that good human relations within his group are essential for good production. Let's examine more specifically the sort of thing he does that makes him a leader. We might call these:

FOUNDATIONS FOR GOOD RELATIONS

NOTE: Erase the material on the blackboard. Write the heading at top center and underscore. The group leader should list one-by-one the item headings shown below. As each is listed he should discuss it with the group, endeavoring to get them to contribute as much as possible of the material shown under each item. Because of the nature of this material, the leader may have to do considerable "telling". However, at this point in the course he should be sufficiently familiar with the group and the material to enable him to obtain maximum participation.

a. Building up group solidarity

"He builds up the feeling of group solidarity or what you might call 'togetherness'. When there is a united purpose in a group it has pride in the work that it does. Sometimes this pulling together consistently and harmoniously is called 'morale'. The leader develops this group feeling in various ways--some obvious, and some subtle. He lets the group know of its achievements. He stands up for the group by praising it and fighting for its rights and privileges. He makes sure that new employees are smoothly assimilated into the group. He refrains from excessive interference and supervision. He sees that the physical working conditions are as good as possible.

"The leader attempts to see that the group is given the prestige it deserves. He gives the group a sense of direction and a feeling of unity and responsibility by keeping the group aware of the main objectives of the organization, the way in which the group's efforts contribute to those objectives, and the extent of the group's success. Success itself is probably the greatest stimulant to new successes."

b. Treating people as individuals.

"At the same time that the leader builds up the group, he remembers to treat everyone as an individual. No one likes to be known as a clerk, as a typist, or as the 'new man'. We are all different. Each one of us wants to be known for his own personal characteristics. Treating people fairly doesn't mean that you treat them as if they are faceless and anonymous. When an employee feels that the supervisor is interested only in production and thinks of the employee only as an instrument rather than a person, he is not going to do his best work.

"The supervisor needs to know each individual employee and what is important to him. This is true not only for the over-all operations of the group, but especially on ocasions when difficult situations arise."

c. Creating a friendly atmosphere on the job.

"The leader type of supervisor attempts to create a warm human atmosphere on the job by showing a sincere interest in his employees, expressed through the spontaneous day-to-day contacts. Friendly manners, including, where it is natural, the uses of the 'pleases' and 'would you's' when giving orders, help to create this atmosphere."

d. Keeping the group informed.

"People need to be informed on plans, policies, and the reasons behind them. Employees do a much better job if they know the 'why' as well as the 'what' and the 'how' of whatever has to be done. A supervisor should see that his people understand the reasons for the operations they are carrying out."

e. Consulting with employees.

"It is a useful technique of leadership to ask the advice and assistance of the group."

Question: "Why should a supervisor ask for help from his workers?"

Answers to be developed or given:

(1) Several people thinking together on a problem will usually do a better job than a single member.

(2) It is sheer waste to fail to utilize the brains and experience of the entire 'team'.

(3) Many points of view and many sources of information are brought into play.

(4) The members of the group have an opportunity to express their doubts and complaints.

(5) It encourages the development of tolerance and understanding of the other person's point of view.

(6) It gives the members of the group a feeling of importance and a sense of belonging.

"It should go without saying, that the leader type of supervisor is especially careful to consult people on matters which concern them. He does this in advance, if possible."

f. Setting high standards of work.

"Most people have within themselves a sense of workmanship strong enough so that they would rather do a good job than a poor one. By and large, a man is not proud of himself when he is doing a sloppy piece of work. Employees would rather work in an efficient organization, and they are not really happy with a supervisor who fails to require good work and instead 'lets them get away with murder'.

"It is in the interest, therefore, both of production and of good human relations, to set a high standard of work performance and require that it be met. You may often observe a man seemingly complaining of the tough job he has and how too much is expected of him, but the chances are that the man in question isn't griping; he is really bragging in a roundabout way."

g. Helping people develop their abilities.

"Of course, a supervisor who sets high standards of performance, owes it to the people in his group to let them know what those standards are, and to develop their abilities, primarily through training, so they can meet those standards. Helping people to grow in their abilities and skills is one of the most important functions a supervisor has. The average employee not only wants to have the best use made of his present abilities so that he won't be working at less

than his highest skills; he also wants to have a fair chance to increase his skills and abilities. It may take some special effort on the part of the supervisor to pay this attention to developing employees, but he will probably get a big return for his efforts."

h. Recognizing and rewarding good performance.

"If an employee does perform well, it is wise, as well as fair, to recognize and reward that performance appropriately. For example, if an employee stays on at work after hours to finish an important job, you don't have to promote him for that, even if you could, but you can let him know you appreciate his help. Doesn't a word of credit from your chief, when you have completed a particularly tough assignment, make you feel better toward him and toward the whole VA? Why not, then, give credit when due?"

i. Recognizing and discouraging poor performance or conduct.

"The reverse side of the coin of rewarding good performance is doing something about poor performance or conduct. The supervisor who is a softy and who is overindulgent with the people working under him, is not going to win their respect or have a highly productive unit. The good supervisor enforces firm, fair, and consistent discipline. He makes sure that the employee knows what is expected of him. If the employee's performance or conduct is not satisfactory, a good supervisor tries, if possible, to give him a chance to improve. If that does not work, he takes whatever further action is right, and, if worse comes to worst, he carries out his obligation of initiating or participating in action to remove the employee.

"However much a supervisor may prefer to deal with employees in a democratic manner, the fact is that he has to vary his supervisory tactics to some extent according to the person with whom he is dealing. With some individuals he may find it necessary to use an authoritarian approach. No supervisor can succeed if he lacks firmness in such matters as an administering discipline or requiring performance. In other words, being a good leader is not a matter of continuous sweetness and light. A certain toughness--in the best sense of the word--is also needed."

j. Setting a personal example.

"The effective supervisor sets a personal example for his group. He knows that people will judge by deeds more than by words, though for a short time mere words may fool people. Because of this knowledge, the effective supervisor

demonstrates in his own activities the enthusiasm, loyalty, cooperativeness, application to work, and effort at improvement, that he would like his people to have."

k. Making people feel important.

"To sum it up in one key idea, the effective supervisor practices the art of making people feel important. People are important. When you make them see that, and when they feel that for themselves, they will usually impose on themselves much higher standards of performance and conduct than could ever be required of them from the outside. The proof of that is to be found in the way people react during emergencies. They will demonstrate all kinds of skill, endurance, generosity, and cooperativeness, which would never have been anticipated.

"When a supervisor intelligently builds up an employee's sense of importance, he is building a better worker. If he carelessly or maliciously tears down the employee's self-esteem, for example, through failing to require a high standard of work, that supervisor is tearing down the person concerned as a productive worker."

E. PRACTICE SKITS.

1. Illustration of human relations, techniques, and action.

"So far we have been talking about this in terms that are pretty theoretical and general. Let's look at a little demonstration which will illustrate how even seemingly slight differences in the treatment of employees may have widely varying effects on the employee and on the way he reacts. We have here a couple of sample skits each having to do with a discussion between an employee and a supervisor.

"I think we would all agree that one of the most important influences in an employee's attitude toward his supervisor is the way in which the supervisor talks to and with him. A supervisor can conduct a discussion in a way that will make everyone concerned more pleased with himself and more energetic in his job, or, without any change in the actual content of the discussion, he can carry it out in a way that will leave him and the employee on much worse terms than they were before.

"This applies both to informal discussions, which are really the most important ones in setting the tone for the supervisor-employee relationship, and to the formal discussions which may occasionally take place. The skits we are going to see today have to do with a formal discussion concerned with the correction of an employee error. We need two volunteers, one to take the part of the supervisor and the other to take the part of the employee."

NOTE: If local cases are used for the practice interviews, (and it is preferable that this be done) write them out in a style similar to the ones that follow. Have a copy of the skit for each person who is to take part in the demonstration, and allow them to read it through once or twice before starting the demonstration.

2. Practice Interview No. 1. "The employee in this demonstration is Miss Brown, a GS-3 Clerk. One of her duties is to prepare a monthly report covering the activities of her Division. Her supervisor called her attention to an error in last month's report, and has found another error in this month's report. As a result, he believes Miss Brown has become a little careless and has decided to talk to her about the situation. In the first discussion, the supervisor, Mr. Smith, fails to recognize the importance of getting the employee's reaction before coming to a conclusion as to what the real trouble is, and consequently, as to what corrective measures are necessary. As we listen, we hear Mr. Smith speaking to Miss Brown.--

MR. SMITH: Miss Brown, would you mind coming in for a minute? Will you please sit down? I'd like to talk to you about your job.

MISS BROWN: Yes, Mr. Smith.

MR. SMITH: Now, I don't know how to tell you this, and--well I hope you understand how unpleasant it is to discuss it with you, but I'm afraid you're getting a little careless. I've just been going over your report and I've found another error.

MISS BROWN: Oh, I'm sorry about that, what was it?

MR. SMITH: I have the report right here. If you'll look at the figures I've marked off you'll see the error I'm referring to.

MISS BROWN: Oh, I see. There does seem to be a mistake there.

MR. SMITH: Well, these reports should be compared carefully before they come to me. I don't have time to check all the details.

MISS BROWN: But you see Mr. Smith, I had to hurry to make a deadline, I guess that--

MR. SMITH: (interrupting) I appreciate that, but you have to see my position here. If those errors had slipped through, what would have happened? It would mean my neck. I certainly would be called on the carpet for it.

MISS BROWN: Yes sir, I'm sorry about that, but it's like I was telling you, about the deadline.

MR. SMITH: I know, Miss Brown, we all have deadlines, but look at it from my point of view. After all, I'm responsible here.

MISS BROWN: Yes sir.

MR. SMITH: Well, I don't know what else I can possibly do but give it back to you and let you correct it. But in the future, Miss Brown, I do wish you would be more careful.

MISS BROWN: Yes sir."

NOTE: Get comments from the group.

3. Practice Interview No. 2. "So much for Mr. Smith's handling of this situation. Now let's see how supervisor Jones deals with the same facts. Note how the supervisor presents the problem and gets the employee's reaction before proceeding with his plan for improvement."--

MR. JONES: Miss Brown, may I see you for a minute?

MISS BROWN: Yes, Mr. Jones.

MR. JONES: Please sit down, Miss Brown.

MISS BROWN: Thank you.

MR. JONES: I'd like to talk to you about our monthly report. There are a couple of things I would like to discuss with you.

MISS BROWN: Yes.

MR. JONES: You seem to be doing a pretty good job in getting your report in on schedule. I've also noticed that your work has been unusually neat.

MISS BROWN: Thank you, Mr. Jones.

MR. JONES: That's all right, Miss Brown. We appreciate your good work. That's why I want to talk with you about something which I think we can improve.

MISS BROWN: What is that, Mr. Jones?

MR. JONES: You remember last month I called your attention to the fact that there was an error in the report when it reached my desk?

MISS BROWN: Yes sir, I remember that.

MR. JONES: Well, I have just been reviewing your work on this month's report, and I've found another error.

MISS BROWN: Oh, I'm sorry, may I see it? Yes, I guess that's right, I don't know how it could have happened.

MR. JONES: It's understandable, of course. Errors can be made in compiling a complicated report like this. That's why I've been so insistent upon having the material checked before it comes to me. You did check and proof read this material, didn't you?

MISS BROWN: Well, not in detail, Mr. Jones. You see, I had to rush in order to make our deadline.

MR. JONES: Our procedure should allow enough time for you to check your work. Was there something about this month's report which was especially difficult?

MISS BROWN: Well, no. The actual preparation of the report didn't take any longer than usual, but I couldn't get started on time because I had to wait for some of the data sheets to come in.

MR. JONES: Is that so? Don't all the data sheets come in by Wednesday noon? They're supposed to.

MISS BROWN: No sir. For the past few months some of them haven't come in until Thursday noon. That didn't give me enough time to check the report thoroughly.

MR. JONES: I wasn't aware of that. Well, I'll find out if we can get all the information on schedule. If not, we may have to revise our procedures so you can have enough time to check your work thoroughly.

MISS BROWN: Well it certainly would help if we could get the data on time.

MR. JONES: I'll look into the possibilities and discuss the details with you later. Meanwhile, will you please take this report back and make the necessary corrections.

MISS BROWN: Yes sir.

MR. JONES: Thank you.

NOTE: Get comments from the group.

4. "The manner in which Mr. Jones presented the problem and got Miss Brown's reaction enabled him to get at the real cause for the errors slipping through, and to avoid putting himself in a position where he would unjustly accuse Miss Brown of being careless. Suppose, however, that the interview showed that Mr. Jones was correct in his original opinion - that Miss Brown was getting a little careless? In other words, suppose the data sheets were received on time. How would the interview have worked out?"

5. Practice Interview No. 3. "Let's go back to our previous case and pick up the point where the supervisor Jones has just advised Miss Brown that she has made another error in this month's report. Miss Brown, after examining the report, admits her error to Mr. Jones, who then asks her about checking"--

NOTE: As an alternative, the instructor may call upon two volunteers to play the parts of the supervisor and the employee without the use of the script.

MR. JONES: Did you have a chance to check the report before you turned it in to me?

MISS BROWN: Well, yes, I did look it over.

MR. JONES Do you have any ideas as to why these errors have been slipping through?

MISS BROWN: Just carelessness, I guess.

MR. JONES: You appreciate the importance of this report don't you? You know that it's used for budget purposes, and that these figures determine how much money we will need for our operations.

MISS BROWN: Yes sir.

MR. JONES: Do you have any suggestions as to how we can avoid such errors slipping through in the future?

MISS BROWN: Well I'll try to be more careful, Mr. Jones, particularly in my checking. I'll use the adding machine hereafter.

MR. JONES: That's fine. I'm sure that next month when I check the report I'll find it O.K. In the meantime, will you please make the necessary correction in this report?

MISS BROWN: Yes sir.

MR. JONES: Thank you.

6. "In this concluding interview we have seen how Mr. Jones presented the difficulty and got the employee's reaction in such a way as to confirm his original thinking as to Miss Brown's carelessness, and then how he elicited from Miss Brown a suggestion for improving her reports in the future."

D. SUMMARIZE SESSION.

1. "In our session today we discussed the various types of supervision, particularly the leadership type. The latter kind of leadership is our general objective in the VA, not just for its own sake, not just because it makes people happier, but because in the long run and usually in the short run it makes for better quantity and quality of output--something which the experience of private industry has proved over and over again in dollars and cents. We ran over briefly some of the techniques and practices which are usually employed by the leader-supervisor; we also witnessed today a couple of skits designed to illustrate the point that the supervisor's skill in human relations can make a big difference in the extent to which he secures employee cooperation."

2. "This handout summarizes the major points brought out in our discussion today."

NOTE: Handout copies of "Foundations for Good Relations" (Appendix IV-A)

E. WAYS TO FURTHER IMPROVEMENT.

1. "Some of you may be saying to yourself that this has been a highly concentrated course, and you may have been wondering what you can do to improve your leadership qualities. Dependent upon his present position and the extent of his interest, a supervisor or potential supervisor may be able to do several things."

   a. Analyze himself to determine his weaknesses, concentrate on one point at a time, and work out means to overcome that particular weakness.

   b. Observe how successful supervisors operate.

   c. Obtain counselling from successful supervisors.

   d. Attend staff meetings and management conferences.

   e. Enroll in supervisory training courses at local schools and universities.

f. Attend meetings and participate in the activities of certain types of organizations.

g. Participate in additional training programs.

h. Read journals and books having to do with supervision and management.

2. "For those who would like to do the last, we have available a bibliography which would be helpful. Most of these books can be obtained from (refer employees to station Library or to nearest Library which has most of the books listed in the bibliography). Those who would like the bibliography may come up to get it at the end of the session."

F. CLOSE SESSION.

1. "Admittedly, a supervisory assignment is a challenge to all the capabilities a person has, and he may even feel at times that the added responsibility is disproportionate to the added reward. That might be so if he were thinking of money only. But there are other rewards as well. There is what we call 'psychic income' which the supervisor receives through his sense of accomplishment and his pride in the organization, as well as the gratification of having a large part in the growth of people under his guidance."

2. "Before we conclude, I'd like to remind you again that any comments or suggestions regarding the subject matter and method of presentation of this course will be appreciated. You may want to refresh your memory by reviewing the course outline and the other handouts which we gave you before submitting your recommendations informally in writing."

3. "You don't have to sign your name to your comments. We want you to tell us frankly what part of the training was most helpful to you and why; what parts would you leave out, and what additional topics you would include, and why; or any other advice you care to offer about this training course."

4. Present a certificate of training to each trainee who has met the requirements for satisfactory completion of the course. (A brief special meeting may be held for this purpose).

APPENDIX IV-A (HO #6)

FOUNDATIONS FOR GOOD RELATIONS

1. What do people want from their jobs?

   Good salary

   Security

   Chance for advancement

   Recognition--feeling that they are needed

   Sense of accomplishment

   "Being treated like human beings"

   Interesting work

   Prestige

   Chance to develop their abilities

   Friendly treatment

   Good working conditions

   A sense of belonging

   Feeling they are important members of an important organization

2. What makes a leader-supervisor?

   a. Building up the feeling of group solidarity.

   b. Treating people as individuals.

   c. Creating a friendly atmosphere on the job.

   d. Keeping the group informed.

   e. Consulting with employees.

   f. Setting high standards of work.

   g. Helping people develop their abilities.

   h. Recognizing and rewarding good performance.

   i. Recognizing and discouraging poor performance or conduct.

j. Setting a personal example.

k. Making people feel important.

3. Ways for the supervisor to improve himself as a leader.

a. Analyze himself to determine his weaknesses, concentrate on one point at a time, and work out means to overcome that particular weakness.

b. Observe how successful supervisors operate.

c. Obtain counselling from successful supervisors.

d. Attend staff meetings and management conferences.

e. Enroll in supervisory training courses at local schools and universities.

f. Attend meetings and participate in the activities of certain types of organizations.

g. Participate in additional training programs.

h. Read journals and books having to do with supervision and management.

APPENDIX IV-B (HO #7)

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